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ABSTRACT

A model was developed and implemented that met the needs of entering high school freshmen with school adjustment problems such as poor academic achievement, excessive absenteeism, poor school behavior, and negative school attitudes. A review of literature indicated that the comprehensive high school was not meeting the needs of this group of students. The proposed program included a team of four teachers, supported by special-service personnel, who were scheduled to work with 48 freshmen in a daily time-block arrangement. The program attempted to improve student performance in a number of areas, including discipline, attendance, attitude toward school, and academic achievement. Program development included a needs assessment, teacher recruitment, in-service programs flexible scheduling, curriculum development, and middle-school/high-school articulation. The program was divided into two phases: phase one involved work with the identified students through their freshman year; phase two involved two staff teams working with the identified students in their sophomore year and a second group of new freshmen. A summative evaluation measured the progress of the original 48 freshmen with respect to 17 program objectives. A plan was outlined to institutionalize the model into the school program. (A step-by-step analysis of the development and a set of recommendations for the implementation of the program was presented.) (NRB)

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DEVELOPMENT AND IMPLEMENTATION OF AN ARTICULATION MODEL FOR IDENTIFIED ENTERING FRESHMEN WITH SCHOOL ADJUSTMENT PROBLEMS

by Arthur A. Iacuzio, Jr.[1].

Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University.

Individual Two-Year Practicum
Stamford, Connecticut Cluster
Submitted February 26,1979

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PREFACE

The introduction into a comprehensive urban high school of a program that attempts to meet the needs of entering freshmen with school adjustment problems is a difficult undertaking. To extend the program into the sophomore year and phase in a second group of students simultaneously becomes more complex.

The articulation model demands a great deal of planning in terms of curriculum development and flexible scheduling. The program requires the recruitment of professionals who are willing to work as part of a team in promoting an interdisciplinary approach to teaching. It demands the cooperation of many building personnel who work under various department heads. It necessitates the support of central staff and the board of education. In a time of tight budgets, greater demands on staff, increased student disruptions, complex contractual obligations, and increased accountability, the addition of a new program that affects each of these sensitive areas requires the involvement of staff members from the middle-school level, the high-school level, and the central staff from the program's inception to its conclusion.

This writer is indebted to a number of individuals who worked on this project, including seven teachers from the high-school staff, middle-school personnel, the head counselor, the school psychologist, the career associate, the housemaster in charge of scheduling, the four department heads representing the four academic areas, and members of the central administration and board of education. A special thanks is extended to the team leader, a staff member who assisted this writer in the coordination of this program, and to the director of secondary education who served as an official practicum observer and who provided continual guidance and support to this writer. Their cooperative efforts helped to make the project a success and helped to minimize any problems in the development and implementation of the articulation program.

CHAPTER I

GENERAL STATEMENT OF THE PROBLEM

Description of the School

Rippowam High School is a comprehensive four-year institution housing fifteen hundred students. It is one of three public high schools in Stamford, Connecticut. The school population is integrated, with an approximate 30 percent minority representation. Approximately 75 percent of the graduates go on to some form of post-secondary education. The remaining 25 percent enter the job field in the community or enlist in the armed services. The program of studies is broad in scope and ranges from remedial-reading laboratory experiences to extensive advanced placement courses. Programs are spread across nine departments, including English, social studies, mathematics, science, business, arts, music, physical education, and foreign language. The master schedule retains more than one hundred singleton courses that are scheduled into a traditional seven-period day. Each full-year course is worth five points. Of the one hundred required points for graduation sixty points are divided up into required areas, including English, social studies, mathematics, science, physical education, and health. Students have a variety of choices within these categories. However, they must

register for a minimum of five courses each day in addition to physical education. Health classes are required for ninth-graders. Since physical education and health are scheduled during the same time-slot, students may elect a sixth course or studey hall. The remaining forty points can be accumulated by selecting elective courses in any of the departmental areas according to prescribed program guidelines.

Factors Contributing to the Problem

Rippowam, built in 1961, was originally a three-year high school that catered to fifteen hundred students with a 5 percent minority representation. It was far from being a comprehensive high school. However, with an increase in student population to two thousand students in 1970 and a change in district lines to achieve integration, a third high school was constructed. This series of events resulted in a return to a fifteen hundred student population and a major increase in the minority student population.

The greatest changes occurred in the high-school structure and its program. With these changes came new problems. Very little planning was done to incorporate the ninth-grade program into the high-school structure other than transferring the grade-nine curriculum from one building to another. This process did not take into consideration the adjustment factor of some fourteen-year-old students to the high-school scene. Results were negative.

In particular, problems arose with that portion of the student population that functions in the lower limits of the freshman class. The problems continued with these students throughout four years of high school.

The tracking-system practice contributed to the problems. Entering freshmen were grouped into three levels (9-1, 9-2, 9-3). The 9-1 level comprised students of high ability. Students with average to above-average ability were assigned to the 9-2 level. The 9-3 level contained students of below-average to limited ability. Most members in the 9-3 level were minority students. Students were grouped based on teacher recommendations, sending-school instructions, reading and mathematics scores, and overall achievement. The grouping process occurred only in the English and social studies areas, and it followed this pattern throughout the four years of high school. The remaining courses, requird and elective subjects, were selected by the student. Finally, a special honors group for various courses was established for upperclassmen.

Through the tracking process approximately one hundred students were enrolled in the 9-3 division. The total "level 3" division in four grades included 350 to 400 students. This was a significant portion of the total school population and the group of major concern to the writer.

The problem started in the 9-3 level and continued to manifest itself in a number of ways throughout the four years of high school.

1. Some middle-school students entered Rippowam High School possessing the following characteristics: poor skills, negative attitude toward school, difficult home problems, negative attitude toward self, and poor interpersonal relations

2. Each of the students had to face seven teachers per day and more than thirty teachers in a four-year period. They had to adjust to different methods of teaching, different behavior expectations, and different teacher attitudes

3. These students received five to seven assignments per day because they had five to seven teachers who traditionally taught the five to seven courses to this population

4. These students were unable to do the work expected of them. This set the tone for guaranteed failure

5. These students selected courses that offered little challenge. Many selections were irrelevant and unable to meet their needs. Fear of failure and lack of good decision-making skills on the part of these students were causes for their poor selection process

6. This general trend to elect the same courses resulted in voluntary segregation and destroyed any opportunity for social mix

7. All of the above contributed to a lack of student involvement in school. In its place evolved a negative involvement on the part of the student in the form of poor attendance and poor behavior patterns.

Thus, it appeared that "level 3" students entered the high school and brought with them patterns of minimal achievement, improper behavior, poor attendance, and negative attitudes. There appeared to be little improvement in these areas by the time these students became seniors. Yet, the high-school years meant more personal freedom. It was a time for making many independent decisions relative to one's social and academic affairs. It was easy to understand why these students had a difficult time adjusting to the high-school scene. That lack of personal adjustment merely perpetuated the problems those students brought with them from the middle school. Finally, it was clear that the high-school program was not meeting the needs of these students and that a change had to be made. A needs assessment was necessary.

A Needs Assessment

In performing a needs assessment, it was necessary to obtain the assistance and cooperation of middle-school and senior high-school personnel. Staff members who represented a feeder middle school were: classroom teachers, guidance counselors, and the principal. Staff members who represented Rippowam High School were: classroom teachers, school psycologist, head guidance counselor, assistant principal, and principal. The director of secondary education represented the central staff. All members particapated in two major needs assessment work-sessions.

During the first work-session data were gathered on these eighth-grade students who would normally be assigned to the 9-3 division the following school year; student records were analyzed, input from middle-school personnel was recorded, and previously administered student inventories were reviewed. This process produced the following findings:

1. Students maintained reading and mathematics scores three or more years below grade level. Approximately eighty students fell into this category (appendix A)

2. Students in this category maintained an average to below-average achievement profile. The majority of grades fell into the C, D, F letter grade range (appendix A)

3. Students averaged more than thirty absences from school during one school year (appendix A)

4. Students exhibited negative behavior patterns. Using a scale of 1, 2, 3 (1=poor behavior, 2=average behavior, 3=good behavior), the group's behavior rating ranged between 1 and 2. Official discipline reports indicated that major discipline problems occurred in the following areas: insubordination toward staff, classroom disruptions, and fighting with peers. According to information received from official suspension records, more than 50 percent of the student suspensions occurred in this group

5. Students were not participating in the school's co-curricular program; that is, less than 10 percent of these students were involved in after-school activities. The pattern was a swift exodus from school each day when the final bell sounded

6. Observations concerning these students were made by the middle-school principal and guidance personnel. These statements were cited for the record:

   a) "Most of these students are turned off from school"

   b) "They lack basic skills to cope with the courses in which they are enrolled"

   c) "These students have poor self-image"

   d) "Because there is so much failure within the group, a loyalty among peers prevails. Thus, to succeed means being ridiculed by peers"

e) "There is a lack of social awareness"

f) "They lack those survival skills that can make them economically independent"

g) "The kids think courses are irrelevant and meaningless"

h) "They do not get involved in school or community activities. A withdrawal from the mainstream of school and society is evident"

i) "Most of these kids are from the ghetto and bring unusual family and personal problems to school. It is difficult with these problems to provide an atmosphere conducive to learning for a few hours only to have them return to the plight of the ghetto"

7. A self-appraisal inventory had been administered to these students by the middle-school guidance staff (appendix B). The inventory indicated some serious concerns of students relative to family and peer relations, outlook toward school, and self-esteem

8. A school sentiment index had been administered to these students by the middle-school guidance staff (appendix C). The results of the inventory indicated some negative attitudes of students toward school, teachers, peers, and classes

During the second workshop an analysis was made of the "level 3" students who, at the time, were enrolled in Rippowam High School. Staff made use of student records, input from school personnel, and official school reports. The results were as follows:

1. Seniors who were members of the "level 3" group produced the following profile:

   a) More than 90 percent of their individual achievement grades ranged from average to below-average. Fifty percent of their total grades ranged below average to failure

   b) During the first thirty weeks of the school year members of this group averaged more than seven class-cuts per class. This represented an average of more than forty-nine class-cuts per person

   c) Approximately 50 percent of the group averaged more than fourteen absences from school during the first thirty weeks of school

   d) Members of this group were tardy to school from two to sixty times during the year (appendix D)

2. More than 50 percent of the total student suspensions occurred in the total "level 3" student population. Fighting among peers and insubordination toward staff were two major causes for suspension (appendix E)

3. Less than 5 percent of the "level 3" students anticipated the continuation of their education following graduation from high school. The annual graduate profile report indicated that 75 percent of graduates continued their education (appendix F)

4. Less than 10 percent of the "level 3" students were involved in in-school and after-school co-curricular activities. Some student involvement occurred in the athletic programs. The typical daily scene was a quick exit from school at the conclusion of the seventh period

5. The job-placement counselor indicated that employment for these students was obtained in the menial service areas (bus boys, dishwashers, maintenance work, stock clerks, etc.)

6. Ninety percent of these students elected courses in the industrial arts area and home economics division. There was relatively little enrollment in the advanced business courses or art courses. There was virtually no enrollment by these students in the college preparatory areas

7. Input from teachers who worked with "level 3" groups indicated that these students were lacking in basic skills, were poor decision-makers, were turned off from class, and were not involved in constructive activities in or out of school. The teachers confirmed a lack of social awareness on the part of these students

8. More than 90 percent of these students in "level 3" were not aware of the types of careers in the world of work. They did not make use of the educational resources available to them in the school and in the community. Statistics from annual graduate profiles indicated that these students would enter the armed forces or seek employment after graduation from high school (appendix F)

9. Of those students who dropped out of school "to go to work," 90 percent came from the "level 3" group (appendix G)

Thus, it appeared that "level 3" students entered the high school and brought with them a poor profile relative to achievement, behavior, attendance, and attitude. This pattern continued in ninth grade. When these students reached their senior year, there appeared to be little or no improvement in any of these areas. There was a need for a change in the high-school program for the "level 3" students.

CHAPTER II

PROGRAM OBJECTIVES

Having analyzed the findings of the needs assessment, the staff proceeded to establish program objectives for identified freshmen with school adjustment problems. The objectives, grouped into two domains, stressed the development of cognitive skills and the improvement of student attitudes toward school.

Cognitive Domain

1. Given the final grade average of each student prior to entering the program, 50 percent of the identified cluster[1] members will increase their overall academic average in a range of .5-1.00 quality points prior to the end of the practicum.

2. Based on pre and post reading tests to be given respectively prior to the start of the program and at the practicum's end, 50 percent of the identified cluster members will improve their grade-level reading scores by a minimum of twelve months.

---

[1]A cluster represents forty-eight identified entering freshmen grouped together for part of the school day during a block of time that spans four consecutive class periods. Cluster personnel assigned to the group during this block of time include four teachers and one guidance counselor. This arrangement enables this team to integrate four academic disciplines (English, social studies, mathematics, science) into relevant units of instruction, to implement special learning activities, and to vary instruction time and class size according to individual and group needs. The cluster remains in tact under the team's direction during grade nine and grade ten followed by a mainstreaming process for all students during grade eleven and grade twelve.

3. Based on pre and post mathematics test to be given respectively prior to the start of the program and at the practicum's end, 50 percent of the identified cluster members will improve their grade-level mathematics scores by a minimum of twelve months.

4. Each member of the cluster will select a minimum of one elective "interest course" outside of the cluster during each year of the program. Seventy-five percent of these students will receive from teachers of these electives favorable progress reports relative to achievement, attendance, and behavior at the end of the first year of the program and at the end of the practicum.

5. Seventy-five percent of the cluster members will improve their decision-making skills by successfully completing the decision-making component of the cluster model prior to the end of the practicum.

6. Making use of pre-tests and post-tests, 75 percent of the cluster members will be able to successfully identify prior to the end of the practicum half of the fifteen career clusters and the requirements for at least three job-interest areas.

7. Given the development of a new curriculum guide embracing all four disciplines (language arts, science, mathematics, social studies) with sample post-tests assigned to each unit: 75 percent of the cluster members will successfully complete 50 percent of the required integrated instructional units scheduled up to the end of the practicum.

Affective Domain

1. Cluster members will display favorable attitudes toward school by incurring a minimum of unexcused absenteeism from school. Based on previous middle-school attendance records of individual cluster members, 75 percent of the identified students will decrease their rate of absenteeism by 25 percent prior to the end of the practicum.

2. Cluster members will indicate acceptance of the school as a reasonable rule-making and rule-enforcing entity. During phase I of the program 50 percent of the identified students will not incur more than four disciplinary referrals each for violation of established rules of conduct. During phase II and prior to the practicum's end 50 percent of the identified students from the same group will incur zero referrals to school authorities.

3. Using statistics compiled during the past two years from similar group profiles of students (level "3") enrolled in the high school and the feeding middle school, suspensions from school for disciplinary reasons of cluster members will decrease by 50 percent prior to the end of the practicum.

4. Fifty percent of the cluster members will take advantage of the extra-curricular opportunities by becoming involved in a minimum of one school-sponsored activity program prior to the practicum's end. Seventy-five percent of these members will receive favorable evaluations from the activity sponsors based on the student's active involvement in the activity, including attendance, participation, and working with peers.

5. Upon completion of the first year of the program, 75 percent of the students in the cluster will display positive attitudes toward the cluster classes by indicating their wish to remain in the group when presented with the contrived possibility of their transfer to another group section the following year.

6. Cluster members will display favorable attitudes toward the cluster classes by incurring a minimum of class-cuts from these classes. From the start of phase I to the practicum's end 50 percent of the cluster members will not exceed the average daily student class-cut rate as it applies to the entire student body.

7. During phase I and phase II of the program 75 percent of the cluster members will exhibit favorable attitudes toward learning and work tasks by demonstrating a better than 50 percent completion rate of various assignments and responsibilities as proposed by the instructor(s).

8. Based on a questionnaire to be given at the beginning of phase I and at the end of the practicum, cluster members will indicate an increased positive intention of furthering their high-school education. At the end of the practicum 90 percent of the members will indicate a positive intention of fulfilling the graduation requirements in the normal time allocation.

9. Making use of a self-appraisal inventory to be administered at the beginning of phase I and at the end of the practicum, better than 50 percent of the cluster members will demonstrate a 25 percent increase in self-concepts that reflect positive perceptions of self in relation to family, peers, scholastic achievement, and about self in general.

10. During phase II of the program and prior to the end of the practicum 75 percent of the cluster members will be recommended for mainstreaming in their third and fourth years of high school. Evidence of this mainstreaming will be the professional team's recommendation of individual student's relevant elective programs based on individual performance during both phases of the program. Both student and parent will indicate their approval of said elective program recommendations as proposed by staff for grade 11 and grade 12.

CHAPTER III

REVIEW OF THE LITERATURE

In order to create a design that would be used to achieve the program objectives, the writer examined the various high-school schedules in Fairfield County and reviewed the literature in this area of study. Both approaches produced insight into some problems associated with the high-school program.

Problems With The High-School Program

The common high-school schedules, including arena, modular, rotating, and traditional straight periods, did not appear to satisfy student needs identified in the needs assessment. Each schedule emphasized one of two major characteristics; namely, the student was confined to a straight-track system; the student was given freedom of choice regarding the selection of courses. Such alternatives forced a student into one prescribed level for four years or allowed the student to register for a mixture of offerings that lacked any form of sequential relationship. No schedule was conflict-free. Instead, each design was concerned basically with time-components within the master schedule.

Inherent in the comprehensive high-school program were other problems that were revealed in the literature. Trump asserted that learning w s stifled because "...each institution is highly departmentalized... and fragments knowledge into packages of equal size and content called courses."[1] He described a closed school environment as one with "...conventional classrooms, each with a teacher in charge... class periods of standard length...(where)...homework is assigned quite uniformly (and) progress is measured by a five-letter marking system."[2] In this type of setting schools "...rate outcomes in the affective area as unimportant, when realistically, success in employment or in living styles is greatly influenced by superiority in these areas."[3] Taba confirmed Trump's notion that teachers used the student's successful cognitive achievement as a means of satisfying a sense of personal accomplishment. However, the average student "...wants psychologically to be a winner. He wants to be accepted by his friends and his teacher, to cope successfully with the requirements of classroom life, to reach a sense of personal worth, and to succeed rather than to fail."[4] Rubin interpreted this as a conflict.

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[1]Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement (2nd ed.; Boston, Mass.: Allyn and Bacon, 1973), p. 34.

[2]Lloyd Trump, A School for Everyone (Reston, Va.: National Association of Secondary School Principals, 1977), p. 196.

[3]Ibid., p. 164.

[4]Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 111.

> One is driven by the god of cognition, and the other by the god of affect. ...Instead of using cognitive insight as a springboard to emotional growth... teachers settle for half best. ...for the losers, school becomes an intensely destructive experience.[5]

Thus, the literature revealed that humanistic concerns were thwarted because of limited time that was used to give the student an ever-increasing amount of facts. This produced a feeling by the student and the educator that the curriculum was irrelevant.

The literature revealed a concern of youth; namely, that there was little connection between what transpired in school and what occurred in the world outside. What was needed was "...a program of instruction bearing more directly upon the contemporary scene, and more aligned with subjects and topics that they find personally significant."[6] Vontil confirmed this.

> In making content more relevant, there is no substitute for knowing the social realities which characterize the environment of the student... So armed, one can relate much of the content to the learner, the class, the school, and the community.[7]

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[5]Louis Rubin, Curriculum Handbook: The Disciplines, Current Movements, and Instructional Methodology (Boston, Mass.: Allyn and Bacon, Inc., 1977), p. 504.

[6]Ibid., p. 4.

[7]William Vontil, Curriculum Quest for Relevance (2nd ed.; Boston, Mass.: Houghton-Mifflin Co., 1974), p. 236.

Thus, what was not desirable in a comprehensive high school was what Taba referred to as "...curriculum... becoming a cafeteria offering, an indigestible melange of sundries rather than a patterned diet for learning."[8] The common approach to curriculum revision had been the additive process; that is, new courses were added and others scaled down. What had not worked according to Brown was the total team movement. Its failure was due to...

> overemphasis on the component of large group instruction. Teachers generally approached team teaching by keeping ninety or more students in large group situations too much of the time. ...Teachers took turns lecturing, showed a film or had youngsters view educational television.[9]

He claimed that classes were dull and learning was passive. Brown recommended a revision of the Trump formula.

> 10 percent of the time in large group instruction,
> 45 percent of the time in small group instruction,
> 45 percent of the time in independent study.[10]

The many core programs, according to Taba, "...can be more accurately described by their time arrangement in scheduling than by the substance of content or the type of

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[8]Taba, Curriculum Development: Theory and Practice, p. 264.

[9]B. Frank Brown, New Directions for the Comprehensive High School (West Nyack, N.Y.: Parker Publishing Co., 1972), p. 120.

[10]Ibid., p. 120.

content organization."[11] The program suffered in practice because of teacher incompetence and lack of curriculum guides and materials.

Yet, this core structure posed possibilities for the target population. By stressing amenable interpersonal relationships within instructional groups, Taba asserted that this "...opens communication lines and an ego-supportive climate stimulates self-actualization and achievement motivation and through supportiveness aid individuals in their struggle for status and self-respect even where home conditions are unfavorable."[12] She indicated that the development of values in the curriculum was needed if educators were to deal effectively with decisions or moral issues, minority relations, nationalism, and patriotism. Taba asserted that an effective model of an instructional group was where "...learning is predicated as the proposition that students learn from each other and from the climate of the group."[13] Interaction, interpersonal relations, and the classroom climate would be important conditions for learning. Within the groups Brown's service learning component would "provide high-school students with the experience of performing a service for others."[14] Thus, they would be learning while performing a

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[11]Taba, Curriculum Development: Theory and Practice, p. 264.

[12]Ibid., p. 165.

[13]Ibid., p. 161.

[14]Brown, New Directions, p. 49.

service. Community or school service would not have as its antiquated purpose the strategy of keeping one busy and making use of leisure time. It would now be a learning device.

The literature identified conflicts between affective learning and cognitive learning. It revealed an emphasis on teaching fact-finding in the classroom at the expense of promoting values in learning. It underscored the failings of various program schedules. It questioned the relevancy of some content courses. However, the literature identified some ingredients in each of these areas that, if used properly, would assist staff in developing a program design that would meet the needs of the target population.

High-School Program Recommendations

The needs assessment had revealed that some identified entering freshmen were deficient in basic cognitive skills and had displayed negative attitudes toward school. The literature identified some of the failings of the high-school program and provided some suggestions for improvement in this area. Using the findings of both processes, the staff formulated the following recommendations that would be incorporated

into a planned articulation program:

1. A select staff of teachers and specialists should be teamed together for the purpose of working closely with the identified students.

2. The team should be committed to working together for the expressed purpose of achieving the program objectives

3. The four major disciplines, including English, social studies, science, and mathematics, should be taught to students commensurate with their respective levels of ability.

4. The relevancy of program content should be manifested in the coordination of course assignments given to the students by the team of professionals

5. The curriculum should contain a decision-making component that will emphasize the development of problem-solving skills

6. The curriculum should promote learning through project orientation in the school and in the community

7. The traditional seven-period day should be re-structured so that time can be used more wisely in an action-learning approach rather than assuming that all learning takes place in equally distributed time-periods

8. A change in program policy should be adopted that will open up to this target population a group of interest courses normally set aside for upperclassmen

9. A unit of time should be built into the program each day to allow students the opportunity to share concerns with their peers under the direction of an understanding staff

10. The program should offer a planned counseling service, including group and individual sessions

11. The program should take the identified students through the four-year high-school program in a planned sequence of activities

12. The program should adopt a humanistic approach to teaching with increased emphasis on affective learning as well as cognitive learning

13. The program should introduce an integrated curriculum that will make use of a thematic approach to relevant learning

14. The curriculum should emphasize basic skill development in English, social studies, mathematics, and science

15. The curriculum should contain a career-awareness component that will allow students the opportunities to explore means of survival in their outside world

It was agreed that if the recommendations mentioned above could be incorporated into an articulation model, the staff would have the beginnings of a program that would be able to meet the needs of the identified entering freshmen. The next step would involve the designing of the articulation model.

CHAPTER IV

THE STRATEGY--DESIGNING AN ARTICULATION PROGRAM FOR IDENTIFIED FRESHMEN WITH SCHOOL ADJUSTMENT PROBLEMS

Construction of a Model

With the cooperation of middle-school and high-school personnel a model was designed to meet the needs of identified entering freshmen who normally would be assigned to the 9-3 tract. The design of the model required detailed planning with respect to a number of areas that were of major concern to personnel who had assisted this writer in the needs assessment.

Target population. It was projected that approximately four hundred freshmen would enter Rippowam High School in the fall with approximately one hundred students scheduled for a 9-3 tract; 50 percent of the students from the 9-3 group would be included in the model. They would be identified based on data and recommendations received from middle-school personnel. The identified group would consist of individuals who were considered underachievers, maintained poor attendance records, behaved poorly in school, had negative attitudes toward school, and had difficulty relating to their peers and the school staff.

Model structure. Though the entire school was structured on a traditional seven-period day, this program required a schedule that would not be limited to equal time-periods. Instead, time would become a flexible component of the model that would be superimposed on the school's master schedule.

The entire model that appears on page 37 incorporates into its design the following structural components:

1. The morning session is blocked out for three and one-half hours. This large block of time allows the identified students to be placed regularly with cluster personnel for large-or small-group instruction

2. Time is allotted at the beginning of the morning session to conduct individual or group rap sessions that deal with personal/ interpersonal problems

3. Approximately three hours of the morning session are scheduled for individual and group instruction in the four major disciplines, including language arts, social studies, mathematics, and science

4. The four study areas are integrated to allow for skill development and a thematic approach to curriculum development

5. Within this large block of time each day time units are arranged according to the activity scheduled and the time required for completion of the activity. This arrangement provides opportunities for individual or group counseling, school and community service projects, and social activities

6. The afternoon session allows the identified students to be partially mainstreamed into the total school environment. Each student is allowed to select elective courses plus a required physical education/health class. During this session the identified students do not travel together as a group; they follow the regular master schedule and mix with other freshmen and upper classmen according to the courses they elect

7. The model provides a system of communication between cluster personnel and teachers of elective courses

8. The model provides opportunities for the identified students to receive personal counseling and to take part in an extensive co-curricular program after school hours

Logistics. Four assigned classrooms would be set aside for the program to be used as home base for the identified students and staff. The rooms would be centrally located in the mainstream of the school near the media center. Students and staff would be responsible for maintenance of these rooms; they would have complete freedom in designing the decor and arrangements of the home base. The rooms would be equipped with necessary media hardware, bulletin boards, resource materials, file cabinets, and other items the group deemed necessary for establishing a group identity. The four classrooms would be assigned only to cluster personnel throughout the entire day and would be considered off limits to evening programs and adult classes.

Personnel. A team of professionals from the present school staff was selected to assist in the development and implementation of the program. Following a number of interviews conducted by this writer, four teachers representing the four major subject areas were selected based on the following criteria:

1. A recommendation from the respective department heads based on personal written evaluations
2. A knowledge of curriculum
3. A concern for the affective as well as the cognitive domains of learning
4. A willingness to devote extra time to the program for the purposes of curriculum development, program and student evaluations, and communication with the home
5. The ability to teach effectively and deal with the normal disicipline problems of the classroom
6. A willingness to work with students of limited ability and poor behavior patterns
7. A sensitivity toward students and an appreciation of the problems they bring with them to the high school
8. The ability to work cooperatively and constructively with other team members
9. The ability to work with middle-school and high-school personnel in the development and implementation of the program

The team of four teachers would be supplemented by the head counselor, psychologist, career specialist, housemaster in charge of programming, and the principal. Other subject area teachers with specialized content backgrounds would be available for instruction as the need arose. The group of teachers who would have the target population in their elective classes throughout the afternoon session would be identified after individual student schedules were processed. These teachers would be organized in order to maintain communication with the cluster personnel for the purposes of providing student progress reports and identifying student problems as they became evident.

Staff schedules. The regular teacher contract stipulated that each teacher carry a teaching load of five classes per day. In addition, each teacher was assigned a period of collateral duty that included study hall or corridor supervision. An unassigned period for planning was included in the regular teacher schedule. As an incentive the four teachers assigned to the cluster would be given special schedules. These schedules would have the following characteristics:

1. Responsibility for teaching the identified ninth-graders during the morning schedule

2. Provision for a daily unassigned free period during the morning session

3. Responsiblity for teaching two regular classes outside the program

4. Relief from any collateral duty assignments

5. Provision for a team planning session during the last period of the day

Student schedules. For the purpose of superimposing the model onto the master schedule by computer, the identified students would be assigned to the four teachers during the morning session. Thus, these students would receive instruction in the four major study areas during the first four periods of the day as defined in the master schedule. At any one point during this block of time (period one through period four) the entire group or any part of the cluster could be brought together for any planned activity. During the remaining part of the day (period five through period seven) these students would be enrolled in a maximum of two elective courses of their choice plus one required class of physical education/health.

School services. In designing the model it was decided that the following school services would be made available for the cluster:

1. The school's head guidance counselor would become the official counselor for the identified students for the next four years. In return, her normal counseling load would be reduced proportionately

2. The housemaster in charge of programming would work closely with cluster personnel in order to make necessary changes in student/teacher schedules as the need arose

3. The cluster teachers would assume full responsibility for dealing with student problems involving attendance and discipline. They would work directly with the second housemaster in charge of this school function

4. The school psychologist would be available to work directly with cluster personnel on matters involving any student in the program. The psychologist would serve as a direct link between the cluster personnel and the school's planning and placement team

5. Members of the teaching staff with specialized backgrounds would be made available for instruction and support purposes as the need arose. Their services would supplement the new curriculum for the program

6. Staff members of the media center would be available to provide the necessary resources that would supplement the new curriculum for the program

7. Department heads representing the four major study areas would serve as resource persons for the cluster personnel and provide the necessary learning materials from their respective inventories

8. Cluster personnel would serve as liaison between the school and the home. Any matters involving the identified students that required communication with the home would be channeled through the cluster teachers.

Parent orientations. It was determined that parents of the identified students would be informed about the program prior to its inception in the fall. A planned program of orientation activities would be developed during a future workshop that would provide these parents with the following opportunities: to provide input into the program; to discuss with staff personal problems regarding their children; to receive an explanation of the program. During the orientation session a process would be established that would allow staff and parents to hold joint meetings in the neighborhood and in the school during the life of the program.

Student orientations. During a future workshop plans would be developed for a three-day orientation program for the identified students. This orientation would allow these students to meet key staff members and student leaders. During this session the students would become familiar with the layout of the building and various aspects of the school program. In preparing for the future workshops and the orientation program, cluster personnel would visit the middle school to meet with teachers of these students and to observe these students in the middle-school program.

Budgets. Since the identified students were part of the projected total enrollment for Rippowam High School, it was determined that the per capita allotment for these students normally assigned to each department be appropriated to the program. This would require the cooperation of the four department heads in charge of the four major study areas. Thus, instructional materials requested by cluster personnel would be channeled through the respective department heads for approval. During a future workshop cluster personnel would construct a budget for the cost of curriculum workshops to be held during the summer months. The budget request would be forwarded to the director of secondary education.

Curriculum Components of the Model

The cluster personnel and this writer would be responsible for designing a curriculum guide in order that subject matter could be presented through the use of thematic or topical teaching-learning modules. The guide would recognize student limitations, make content areas relevant to the learner, and satisfy minimal graduation requirements in the four academic disciplines for both phases of the program. Thus, the guide would stress the cognitive and affective domains of learning.

Cognitive domain. This area of learning would place a great emphasis on four major instructional components, including language arts, social studies, mathematics, and science. These areas would be integrated in order to develop thematic units of learning. The process of decision-making and the development of career awareness would be inter-related with these units of learning. Skill development would be stressed in each unit of learning and in separate mini-units. Complementing these units of learning would be special class projects and student involvement in school/community service and co-curricular activities.

Affective domain. The overall classroom climate would be conducive to meaningful learning. This would be realized using the following techniques:

1. Regular large-group meetings would be held for the purpose of discussing common concerns and problems with either individuals or groups of students. The meetings would arise out of a spontaneity of occurrence rather than being forced upon students. Thus, when problems emerge in the classroom or in the neighborhood and these concerns would lend themselves to group attention, they would be shelved until a commonly agreed upon time for discussion

2. Structuring meetings in this manner would enable staff to develop topics in the various units of learning that would be utilized to make students aware of issues important to them and to other individuals. This process would provide opportunities for students to

improve cognitive skills as well as affective skills; the skills of communication would be developed, including listening, restatement of others' thoughts, organization of verbal expression, and communication of one's ideas; affective skills would be developed, including recognition of others' concerns, learning how to function in a group, learning how to help others, and accepting assistance from others

3. Small groups would be organized around specific learning tasks of interests to a particular group or groups of students. In this format the entire group would work as a cooperative unit. Each member of the group would share his/her portion of the required load so that group success or failure is accomplished

A model illustration of an instruction unit appears as figure 1 on page 34.

FIELD TRIP TO NEW YORK CITY

ACTIVITY . . Stage Play
Dinner at Restaurant

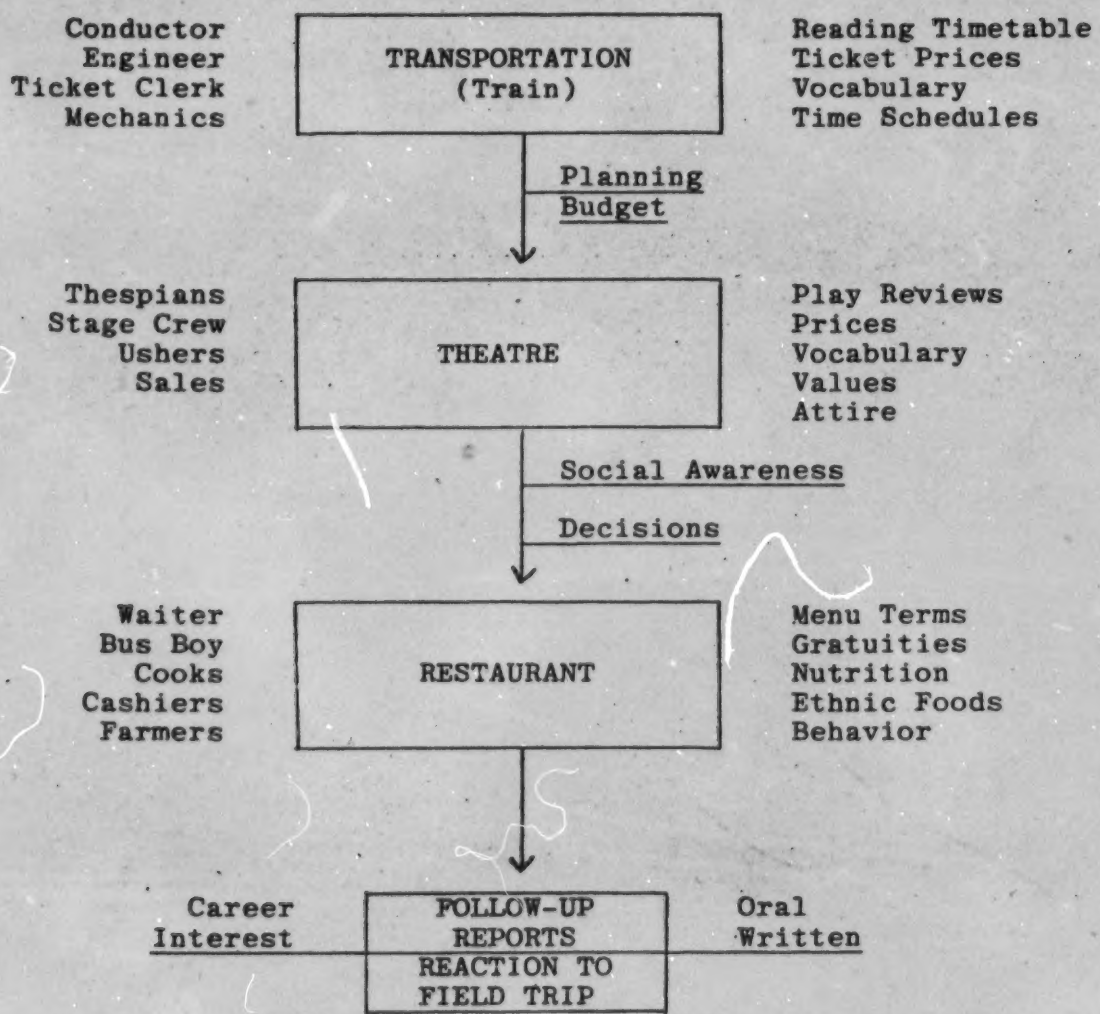

Figure 1. Model of Instruction Unit

Skill development, planning, job awareness are part of instructional unit prior to taking field trip. The trip becomes a reinforcement learning experience. Follow-up written and oral reports would summarize the relevant experience.

General Characteristics of the Model

The design of the model, having been developed and approved by cluster personnel, contains the following characteristics:

1. A select team of staff members who are willing to make necessary adjustments in programs and policies in order to accomplish positive results for the target population

2. A team of staff members who have good working relationships with all youngsters and who are willing to supplement each other's talents in presenting a relevant program to the identified student

3. A realization by staff that the identified students have limited skills and lack social awareness

4. A willingness by staff to accept these students with their limitations and teach them relevant skills and concepts for survival

5. An emphasis on individual and group identity with respect to staff and logistics

6. A team of teachers that will assume more guidance responsibilities than the regular classroom teachers

7. The support of middle-school and high-school administrations

8. The priority given to student and staff schedules in order to provide program flexibility and ongoing program planning

9. A recognition by staff of the pitfalls of this type of program as cited in the review of the literature and a determination to avoid these problems

10. A curriculum guide that contains thematic units of instruction geared to make learning relevant for the identified students

11. An integration of the four study areas that makes student work assignments more meaningful than four separate and unrelated daily exercises

12. A curriculum that emphasizes decision-making and career awareness

13. A set of elective courses that are available to the target population as well as upper classmen

14. A curriculum that stresses the affective and cognitive domains of learning

15. A program that provides students with learning activities outside of the classroom and in the community

16. A program that concerns itself with home and community involvement

17. A program that has built into it a process of continuous follow-up study

18. A program that moves toward the mainstreaming of all students and reflects that concept in terms of classroom logistics

19. A student schedule that reflects both tracking and partial mainstreaming in any given day

20. A procedure that allows the team of teachers to deal with student attendance and discipline problems

21. A system that allows for meaningful testing procedures and realistic student evaluations by the team of teachers

An illustration of the model design appears as figure 2 on page 37.

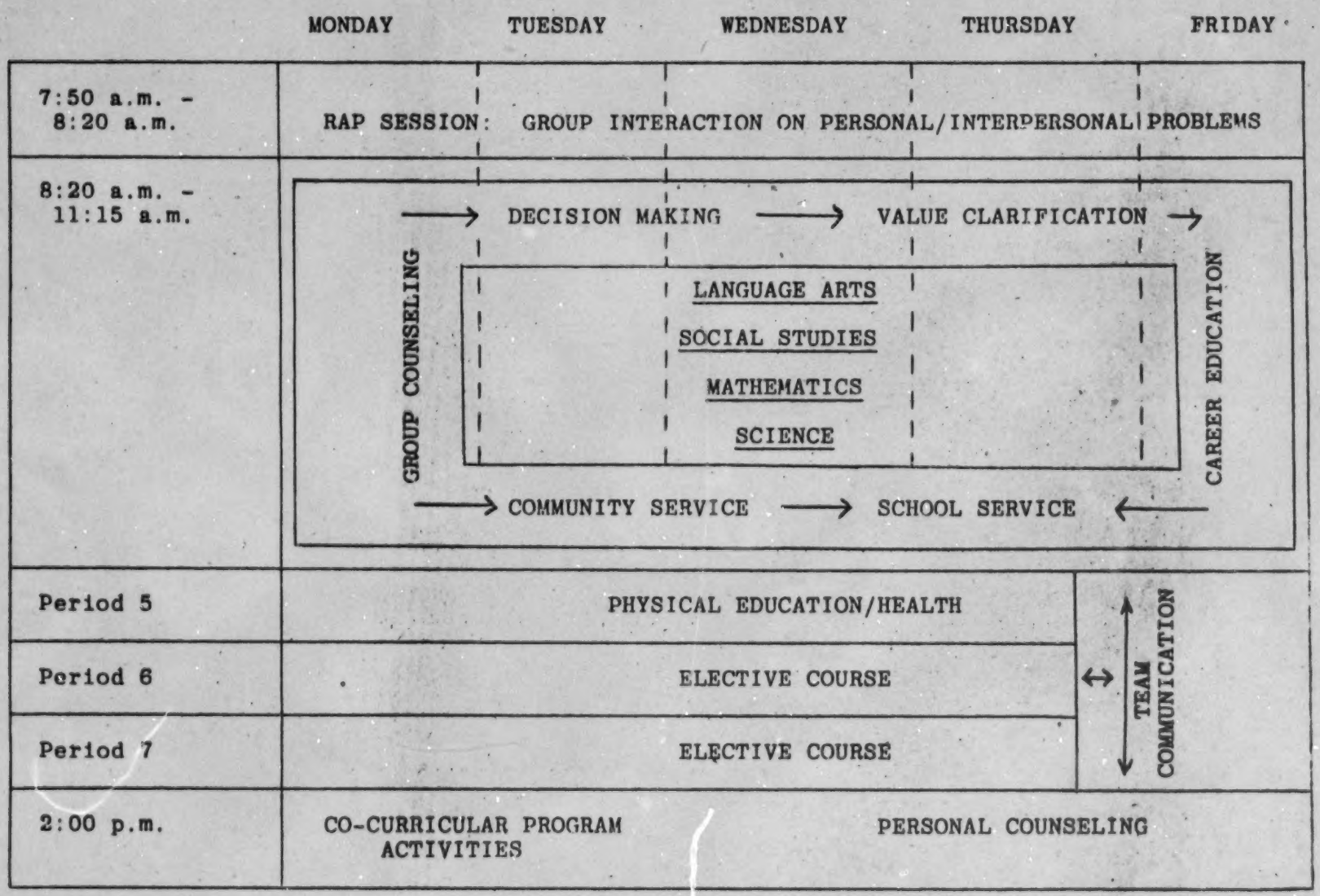

Figure 2. Design of Model

Time-Frame of the Model

The program would run for two years; phase I would provide the team the opportunity to become familiar with each student and to introduce the group to the high-school program; phase II would allow the same team to work with these students as sophomores in preparation for the mainstreaming process that would take place during grade eleven and grade twelve. During phase II a new team of teachers would introduce the program to a new group of identified ninth-graders. At the conclusion of phase II the successful students would have satisfied the following graduation requirements: mathematics, science, one-half of language arts, two-thirds of social studies, health, one-half of physical education, and one-half the graduation point-total. A process would be developed to enable the team to decide at what point students could be mainstreamed. Adjustments in programs would be made for those students who could not be mainstreamed at the conclusion of phase II.

Project flow chart. The flow chart, figure 3, that appears on page 39 covers a two-year time span. Cluster I refers to the first group of identified ninth-graders (9A) and their involvement in two phases of the program through their sophomore year (10A). Cluster II refers to the second group of identified ninth-graders (9B) and their introduction to the program during phase II. The chart indicates when a decision would be made regarding the assignment of two teams to both groups of students.

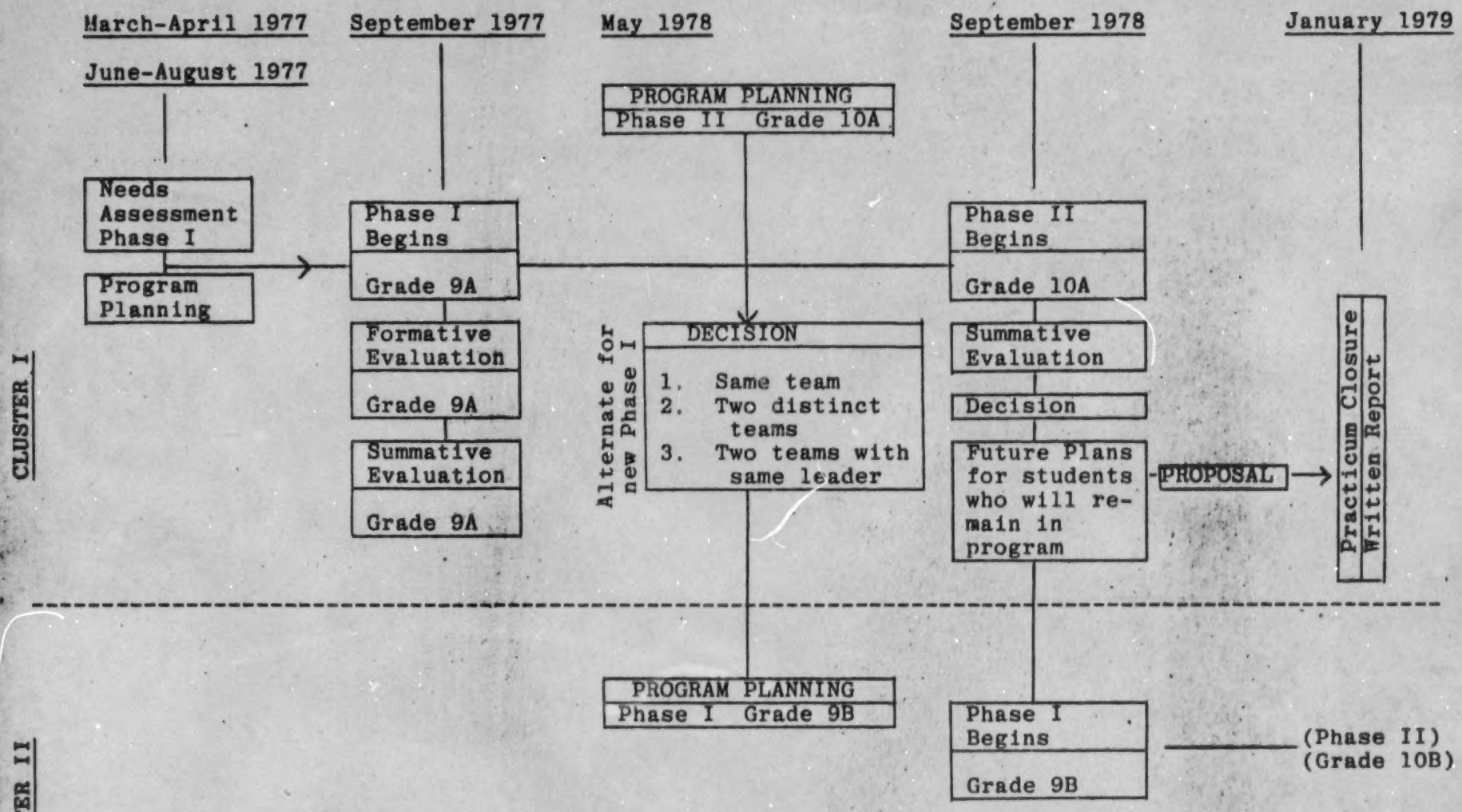

Figure 3. Project Flow Chart

CHAPTER V

DEVELOPING THE ARTICULATION MODEL FOR IDENTIFIED FRESHMEN WITH SCHOOL ADJUSTMENT PROBLEMS

Having designed the preliminary plans for the articulation model, staff members and this writer began the process of developing the program through a series of workshops.

Workshop I - Improving Middle-School Senior High-School Articulation

Participants and logistics. A half-day workshop, held in April in Rippowam High School, included the following participants: the middle-school principal, the middle-school guidance counselor, the housemaster in charge of scheduling, the head counselor, the four cluster teachers, the school psychologist, and the director of secondary education.

Objectives. The following workshop objectives were formulated by this writer and approved by the workshop participants:

1. To establish a communication link between the middle school and the high school that will be used throughout the entire life of the program
2. To formulate specific criteria for identifying students in the middle school who will be assigned to the program in grade nine
3. To make provision for the high-school professional team to visit the middle school in order to conduct conferences with staff and to witness the identified students in the learning environment

Outcomes. The following conclusions were reached during the first workshop:

1. It was agreed by all workshop participants that ongoing communication would take place between high-school and middle-school personnel during both phases of the program. In particular, weekly meetings would be held during the developmental stages of the program. These meetings would involve the high-school head counselor, the middle-school counselor, and a representative from the high-school team of teachers. Releasedtime for these staff members would be arranged by the principals of both schools. Any program recommendations resulting from these meetings would be channeled through the high-school administration. The director of secondary education would be given the opportunity to review all final decisions.

2. It was determined that middle-school personnel be responsible for identifying all potential 9-3 students who would enter Rippowam in the fall. Middle-school personnel would provide data on each student, including reading scores, mathematics scores, general achievement, attendance records, and disciplines profiles. This material would be submitted to the high-school housemaster in charge of scheduling. Approximately one-half of this total group would be selected for the program. Each identified student would have reading and mathematics scores three or more years below grade level. In addition, each student would have demonstrated poor behavior patterns or accumulated excessive school absenses while enrolled in middle school. This list of students would be made available during the second workshop for review by the high-school professional team

3. It was decided that once the list of identified students was approved, the high-school professional team would be given the opportunity to visit the middle school and observe these students in the classroom. Team members would be allowed to hold conferences with teachers of eighth-grade students. From these conferences the high-school team would receive first-hand information regarding each identified student, including strengths, weaknesses, likes, and dislikes. Provision would be made to provide released time for the four high-school teachers and head counselor to visit the middle school for two full days prior to the second workshop. The cluster team would be responsible for gathering information on the middle-school program and any suggestions from middle-school staff that would assist the high-school team in developing the articulation program

Workshop II - Following Up Middle-School Recommendations

Participants and logistics. A two-day workshop held in May in Rippowam High School included the following participants: the four cluster teachers, the head counselor, and the school psychologist.

Objectives. The following objectives were formulated by this writer and were approved by the workshop participants:

1. To review the recommendations of the middle school relative to student identification and program proposals

2. To draft a proposal to the director of secondary education for the purpose of providing released time and/or money for two major workshops to be conducted prior to the close of school and during the summer vacation

3. To resolve personnel assignments and facility requirements for phase I of the program

4. To list available resources for the articulation program

Outcomes. The following results were realized from the second workshop:

1. Forty-eight students were identified to be included in phase I of the articulation program. School records for each identified student were provided by the middle-school staff. A middle-school profile of the identified group appears on page 44 as table 1. The following program recommendations by the middle-school staff accompanied the group profile and were approved by the workshop participants:

   A. Student-teacher ratios should never be more than 15:1

   B. Student schedules should be constructed so that the same students do not travel with each other for the entire school day

   C. Drop-outs from the program should not be replaced during phase I

   D. An unassigned period should be used each day by the team for program planning and student evaluation

   E. Every effort should be made by staff to avoid attaching any stigma to students in the program

   F. A relevant curriculum guide should be developed for both phases of the program

   G. Program policies should be developed by staff that will allow the team cluster to function effectively as a unit without interference from outside or internal sources

TABLE 1

GROUP PROFILE OF THE IDENTIFIED FRESHMEN
ENTERING PHASE I OF THE ARTICULATION PROGRAM

Student Identification Number	Reading Scores	Math Scores	Middle School Achievement	Middle School Absences
1	4.0	3.3	B-	21
2	4.7	3.5	C-	49
3	5.5	4.6	C	51
4	5.5	4.2	C	9
5	5.1	3.4	D+	15
6	5.1	4.8	B-	3
7	3.8	4.8	C	30
8	5.1	3.9	C	41
9	5.1	4.8	C	33
10	3.5	4.1	C+	20
11	4.6	6.4	C	31
12	4.0	3.2	C	18
13	4.0	3.9	C	28
14	5.1	4.2	D-	30
15	5.3	3.9	C+	8
16	4.4	5.7	C	30
17	4.9	3.8	C+	25
18	4.7	4.1	C+	26
19	3.7	4.0	C	14
20	4.4	4.5	C+	36
21	4.9	4.6	D+	18
22	4.0	4.4	B	21
23	4.1	4.4	C	16
24	4.6	4.8	B	24
25	5.9	4.9	B-	15
26	4.7	3.9	C-	22
27	3.4	5.0	C+	9
28	5.1	5.0	B	57
29	4.7	3.4	D+	27
30	4.4	4.4	C	38
31	3.0	4.2	C	20
32	5.3	4.0	C	4
33	5.3	5.0	C-	9
34	4.2	4.6	D	75
35	4.0	4.3	D	21
36	4.6	4.4	C	24
37	4.7	4.0	C+	38
38	3.7	3.3	D	9
39	5.2	5.0	C	36
40	3.7	4.2	C	76
41	4.0	3.3	C+	8
42	4.0	2.8	C	31
43	3.2	4.8	D+	10
44	3.7	5.6	C+	46
45	3.7	4.2	D	15
46	5.1	4.2	C	4
47	4.4	4.4	C	58
48	4.9	4.1	B	20

2. It was agreed that sufficient time was needed by the cluster team to develop an overall curriculum outline for both phases of the program that would make the curriculum relevant and that would meet graduation requirements for the freshman and sophomore years. In addition, a detailed curriculum guide would be developed for phase I that would be implemented in the fall. With this in mind a proposal was written to the director of secondary education requesting sufficient funds to cover the cost of a summer workshop for curriculum development. In particular, the proposal included a two-week workshop for the four cluster teachers and an additional one-week session for the team leader. The total cost of this proposal was $1,350.00 based on salary rates stipulated in the teachers' contract. The proposal was approved eventually by the director of secondary education

3. The housemaster in charge of scheduling presented a proposal regarding personnel schedules and room assignments based on the writer's model design. Each of the four cluster teachers would have the following schedule during phase I:

   A. One unassigned period would be scheduled during the block of time in the morning session

   B. Two regular classes outside the program would be scheduled during the fifth and sixth periods of each day

   C. One assigned period for program planning and conferences would be scheduled during the seventh period each day

   D. One duty-free lunch period would be scheduled the same time each day

   E. No collateral duties would be assigned in the schedule

   F. The four teachers would work with their respective department heads to determine what two classes would be assigned to them from the regular program

The housemaster also proposed that the master schedule would be designed in order to provide a separate classroom for each cluster teacher for the entire school day. The four rooms would be taken from the four respective departments in close proximity to each other in the mainstream of the building. This concept would allow each cluster teacher to receive his/her students from the articulation program and the regular program without the need for changing locations during the day

4. A tentative list of resources was approved by the administration to be used by the cluster staff. The list included the following:

   A. A media-center specialist

   B. A career-education specialist assigned to the building one day per week

   C. The school's head counselor

   D. One special-education teacher from a staff of four

   E. Free access to the school's general supply room

   F. The four department heads representing the four major study areas

   G. The school psychologist

   H. The school social worker

   I. The school-community liaison aide

   J. The director of student activities

   K. The staff development center for the school district

Workshop III - Establishing Policies and Practices of the Program

Participants and logistics. A full-day workshop was scheduled in June and was held in Rippowam High School. Participants included: the four cluster teachers, the head counselor, the school psychologist, and the housemaster in charge of scheduling and discipline respectively.

Objectives. The following objective was formulated by this writer and was approved by the participants:

> To propose and review policies governing the operation of the articulation program

Outcomes. The recommendations of this writer plus a number of suggestions from the participants were topics of discussion. As a result of these discussions the following decisions were reached by the group:

1. Leadership. A team leader was suggested by this writer and approved unanimously
2. Class attendance. The cluster teachers would assume responsibility for recording student class-cuts from the four major study areas. These teachers would assume full authority for dealing with the problem of class-cuts. All class-cuts would be reviewed each day by the team during the planning period. Arrangements would be made by the team to contact the home, to meet with parents, and to decide on the appropriate solution to the problem. The housemaster in charge of this area would be available for support and consultation

3. Discipline referrals. The same procedure as outlined for student attendance would be followed in this area. The cluster teachers would attempt to resolve classroom problems. They would have the assistance of the housemaster when necessary. Any disruption caused by cluster students outside the classroom would be handled by the housemaster. Before taking any action, the housemaster would consult with the team leader on every individual case. A record of discipline referrals would be maintained by the cluster team

4. Home contact. All requests for parent-teacher conferences involving any cluster teacher would be channeled through the team leader. Prior to a conference the entire team would meet in order to provide the team leader with an accurate student profile. The team leader would be present at all conferences. Every attempt would be made to hold these conferences periodically in the students' neighborhood

5. Grading philosophy. It was understood that the group would adhere to the grading philosophy of the board of education; however, it was determined that different procedures would be used in grading without conflicting with district philosophy. Since the curriculum would follow a thematic approach, some student assignments would cover more than one study area. In this case one or more teachers would issue individual grades for the respective study areas. It was also agreed that final semester grades would be worked out cooperatively by the cluster teachers. The teacher for each study area would have the final say on his/her grades

6. Facility maintenance. With the cooperation of the school's head custodian it was decided that the cluster team and the students be given the responsiblity for maintaining the four individual classrooms. The custodial staff would supply the necessary materials required to maintain the areas. All materials needed to decorate the areas would be provided through the school's supply budget

The decisions listed above were referred to all school department heads for their review. The decisions of the workshop participants were endorsed by the nine department heads.

Workshop IV - Designing Preliminary Curriculum Components

Participants and logistics. A two-week summer workshop was held in Rippowam High School. Participants included the four cluster teachers who were assisted by the head counselor and the housemaster in charge of curriculum.

Objectives. The summer workshop was proposed in an earlier budget request to the director of secondary education. The following objective for the workshop was formulated by this writer:

> To begin the process of organizing a curriculum guide for phase I of the articulation program

Outcomes. The following curriculum decisions were reached based on earlier discussion with middle-school and high-school staff members:

1. A curriculum outline for two phases of the program would be developed during the summer work sessions

2. Phase I of the curriculum guide would be developed in detail for implementation in the fall.

3. The format of the guide would follow a thematic approach by integrating the four major study areas

4. The guide would contain a program philosophy and a set of program objectives.

5. Each instructional unit would contain appropriate tests designed to measure the student achievement of unit objectives

6. Each instructional unit would follow a uniform format that would contain specific components. The structural design of each instructional unit appears below

CURRICULUM GUIDE
INSTRUCTIONAL UNIT FORMAT

Unit of Instruction (Title)
Description:
Time Component:
Unit Objectives:

Unit Learning Actives
(Relating to each objective)

Skill Development
Curriculum Components:
Objectives for Skill Development:

Evaluation
Unit Tests:
Instructional Materials:

The curriculum guide that was developed during the summer workshop was published under separate cover and is entitled: A Curriculum Guide: An Articulation Program for Identified Freshmen with School Adjustment Problems (appendix H).

Curriculum Resources

Since the instructional program would be integrated with a number of curriculum components, including decision-making, career awareness, and affective learning, it was determined that some in-service training was necessary for staff members in these areas. Finances were limited. Therefore, a plan was approved that would provide key team members the opportunity to receive some formal training in these areas and be responsible for sharing their experiences with their colleagues through follow-up work sessions.

Decision-making workshops. The team leader was allowed to enroll in a full-day workshop entitled, "Moral Education: Strategies for Values Education in the Classroom K-12." The workshop was conducted by Mr. Vincent Rogers and Mr. John Arnold, Co-Director and staff member respectively of the Center for Open Education of the University of Connecticut. It was held in the spring at the Staff Development Teachers' Center of the Stamford Public Schools. The workshop focused on the following concepts:

1. Kohlberg's theory of moral reasoning[1]
2. Writing and presenting moral dilemma stories
3. Working with teachers on how to have students confront a moral problem, take a moral stand, develop supporting reasons, and test their reasoning through group discussions

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[1]Dwight W. Allen, ed. and Eli Seifman, ed., The Teacher's Handbook (Glenview, Ill.: Scott, Foresman and Company, 1977), pp. 100-101.

4. Presenting specific instructions on creating one's own moral dilemmas for the classroom

5. Presenting sample dilemmas ready for classroom use on both elementary and secondary levels

6. An analysis of commercial materials which focus on moral education

The school's head counselor and the department heads were given the opportunity by this writer to take part in a decision-making workshop sponsored by the College Entrance Examination Board. This program had been conducted prior to the inception of the articulation program. However, the workshop participants had recommended that the school purchase the instructional materials published by the College Entrance Examination Board and incorporate the decision-making program into the regular curriculum.[2] The head counselor ran some pilot classes in this area and received favorable reaction from students. Later, it was recommended that the decision-making component be included in the curriculum for the articulation program. Decision-making workbooks were purchased and are listed in the official curriculum guide for the articulation program.

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[2]H.B. Gelatt, et al., Decisions and Outcomes (New York: College Entrance Examination Board, 1973).

Career education resource center. As the articulation program was being designed, this writer was working with staff on a separate project; a resource center for career education was being developed in the school's media center. With assistance from central staff a career education specialist was hired for the school district and was given a part-time assignment at Rippowam. The services of the career-education specialist were provided to the cluster team. Guidance personnel and members of the cluster team were exposed to the center and were provided with valuable career-education information and materials. It was determined that the career-education specialist would integrate this curriculum component into the official curriculum guide and work with team members and students in developing a sense of career awareness.

Humanistic education in-service workshop. Staff members, including the head counselor, the school psychologist, and the team leader, were allowed to enroll in a workshop entitled, "Project Self: A Case of Humanistic Education." The workshop, co-sponsored by the Project Self Staff of the Rocky Hill Board of Education, Rocky Hill, Connecticut, and the Staff Development Teachers' Center of the Stamford Public Schools, covered the following three major areas:

[illegible]tity - Who am I?
[illegible] - How much control do I have over what happens to me?
Connectedness - How do I relate with others?

Program Budget - Phase I.

The following program costs were projected for the first phase of the articulation program:

Curriculum Workshops	$1,350.00
Special Learning Workshop..	200.00*
File Cabinets.....	500.00
General Supplies.....	500.00
Field Trips.....	300.00
Program Projects.....	300.00
Instructionsl Materials....	1,000.00*
Socials.....	100.00
Total Cost	$4,250.00

*These costs were included in the school's budget based on a per capita enrollment. Department heads allotted proportionate funds from their respective budgets in order to provide these materials. Thus, these cost items should not be considered additional appropriations to the school budget.

Orientation Program for Parents

A letter was drafted by this writer to the parents of the identified students; it gave a general overview of the program and invited them to meet with members of the staff. Parents took advantage of the opportunity to meet staff prior to the implementation of the program. During the orientation sessions parents were apprised of the program's objectives, the program's policies and practices, procedures governing attendance and discipline referrals, progress relative to the design and developmental stages of the program, and procedures for arranging parent-teacher conferences. Names of key staff members with school phone numbers were printed and distributed to all parents attending

the session. These items were mailed to those parents who did not attend the session.

Since all parents did not take advantage of this first orientation session, it was determined that the school's community-liaison aide would make arrangements for the team to meet all parents periodically in the neighborhood community center. Also, it was decided that during the school's open house, scheduled to be held during American Education Week, free bus transportation for these parents would be made available to the school. Thus, it was felt that by conducting a series of these sessions, every parent would have several opportunities to meet with the staff in the school or in the neighborhood.

Having progressed through the developmental stage of the articulation model, it was now time to implement the program for the identified incoming freshmen.

CHAPTER VI

IMPLEMENTING THE ARTICULATION MODEL--PHASE I

Programming the Identified Students

Having received staff approval of his recommendations on teacher-student schedules during the second workshop, the housemaster in charge of scheduling proceeded to program the identified students.

Cluster courses. The forty-eight identified students were divided into four groups of twelve; each group was assigned to a cluster teacher during the first period of the school day. It was during this extended class period that student attendance was recorded for the attendance office. The first four periods of the day were blocked out so that the identified students would be with the cluster teachers. During this time-period these students received instruction in the four major disciplines, including English, social studies, mathematics, and science. This form of scheduling provided flexibility to the team for instructional planning; it enabled the teachers to provide small-group instruction and to plan for large-group activities. Finally, this plan provided cluster teachers the opportunity to work with small groups of students according to abilities and individual needs.

Elective courses. Based on recommendations received from middle-school personnel, the schedules for the identified students were not structured for the entire school day; these students were allowed to select elective courses that enabled them to mix with other students in the mainstream of the school. The list of elective courses had been provided to the middle-school guidance staff at the time these students were being scheduled for the high-school program. By design these elective courses were scheduled for class periods five through seven and were taught by other members of the professional staff. The following list of elective courses was made available for the identified students and represents part of the total elective program for the freshman class:

Art Foundations
Art Laboratory
Band
Child Development
Choral Singing
Concert Choir
Distributive Education 1, 2
Drafting
Fundamentals of Business
Gospel & Pop Choir
Harmony
Health Assistant
Home Economics 1
Human Behavior
Industrial Arts 1
Instrumental Classes
Jazz Ensemble
Orchestra
Photography 1
Recordkeeping
Remedial Typewriting
Sewing Fundamentals
Spanish 1-A, 1-B
Stagecraft
Typewriting 1

During the time-period that was set aside for elective courses (periods 5-7), one class period was scheduled for physical education/health each day. Also, students had the option of electing one study hall during any one of these three periods. Thus, each identified student received instruction in the four major disciplines from the cluster teachers during the first four periods of the day. The remaining three class periods were set aside for a physical education/health course and two elective courses one of which could be a supervised study hall. A sample program schedule of an identified student and a sample teaching schedule of a cluster teacher are illustrated in figure 4 on page 59

Per.	STUDENT SCHEDULE	TEACHER SCHEDULE
1.	ATTENDANCE ENGLISH	ATTENDANCE ENGLISH FOR
2.	MATHEMATICS	IDENTIFIED FRESHMEN WITH
3.	SCIENCE	SCHOOL ADJUSTMENT PROBLEMS (INDIVIDUAL CLASS OR TEAM TEACHING)
4.	SOCIAL STUDIES	UNASSIGNED PERIOD
5.	ART FOUNDATION (Elective)	5. ENGLISH 10-1
6.	(Lunch) STUDY/PHYSICAL ED.	6. (Lunch) ENGLISH 10-1
7.	TYPING I OR STUDY (Elective)	7. PLANNING PERIOD

Figure 4. Sample Program and Teaching Schedules

Orienting Identified Students to the Program

On the first day of the school year only freshmen report to the high school. This practice allows staff to spend the entire day orienting these students to the high-school scene; program conflicts are resolved and key personnel are able to meet with the entire freshman class as part of a planned orientation program. This school practice enabled this writer to plan an orientation session for the identified students that allowed them to be part of the mainstream of the school and to receive small group counseling services.

Cluster personnel. On the first day of school all freshmen reported to their respective homeroom bases. By design the forty-eight identified students found themselves in groups of twelve assigned to the four cluster teachers. This period was extended for forty-five minutes in order for staff to accomplish the following:

1. Allow students to complete registration cards
2. Review school regulations regarding student attendance and absences
3. Explain the normal school day schedule
4. Distribute individual student schedules
5. Indicate the lunch time-periods for every student

6. Assign lockers to each student

7. Review school safety regulations

At the conclusion of this session students were allowed to follow their individual schedules (class periods one through seven). For the next three days of school the head counselor assigned to the project visited each group of identified students. Her visit was designed to accomplish the following:

1. Relate to the students that she was their assigned counselor for the next four years

2. Define her role as guidance counselor

3. Review the guidance services available to the students

4. Explain her teaching role with regard to the decision-making component of the curriculum

Finally, each student was given the counselor's office schedule and a set of procedures for arranging a student-counselor conference.

School personnel. On the second day of school groups of freshmen were assembled in the school auditorium each period to meet with key school personnel. This was accomplished with the cooperation of the English department. After students arrived at their respective English classes, they were escorted by their English teachers to

the auditorium. This scheduling process assured this writer that there would be a proper mix of students at each session; the identified students would be part of a larger group in this orientation meeting. The students were introduced to the principal, the housemasters in charge of curriculum, the director of student activities, class advisors, and guidance personnel. Staff members made some welcoming remarks and identified their roles in the daily operation of the school.

Student leaders. During the one-period orientation session in the auditorium the freshmen were introduced to a number of student leaders, including the senior class president, a student council representative, editors of the school newspaper and school yearbook, head cheerleader, and the president of the student athletic association. The theme of this part of the session was student involvement in the school. Each speaker identified his/her role and reviewed the program of school activities available throughout the school year. Students were encouraged to join a school organization and become involved immediately. At the conclusion of this session student leaders distributed the official student handbook to every freshman.

School programs. On the second day of school freshmen were requested to bring the official student handbook to their respective English classes. As a class assignment each student was to have read the manual in preparation for a class discussion. By design the head counselor visited the English classes of the identified freshmen. The counselor served as a resource person to the English teacher who reviewed the manual with the students. The manual outlined the various school programs, student organizations, school services, school regulations, and floor plans of the entire complex. Procedures were reviewed for obtaining the school services mentioned in the manual.

School services. During the first week of school, the identified freshmen were escorted by the cluster teachers to various parts of the building in order to become familiar with the services the school had to offer. One English class was held in the media center where students were given an orientation by the media specialist on the use of the facility. The locations of various media materials and equipment were identified for the students. Procedures were outlined to the students for borrowing media materials. The students

also visited the school clinic and met the school nurse. During ensuing class sessions the school social worker and psychologist made visits to the classrooms and conducted informal conversations with the students. Both individuals identified their respective roles in the school's operation and invited the students to visit them in their offices during their study periods or after school hours. The school transportation officer visited the classrooms in order to explain bus schedules to and from school, including free late bus services available to students who remained after school to participate in school activities.

Orienting School Staff to the Program

Since the identified students would be in the mainstream of the school for part of the school day, it was necessary to receive the cooperation of other staff members who would come in contact with these students. Also, it was imperative that these staff members fully understand the intent of the program and the structure of the model. Thus, two separate meetings were held with key school personnel the first week of school orientation.

Cluster personnel and administration. The first meeting was held with the nine department heads, the

five school administrators, the head counselor, and the four cluster teachers. It was convened in the school's conference center during the last period of the day. By design these individuals were not scheduled for any classes during this period; this common free period was to be used for supervisory functions and program planning. The following results were achieved during this session:

1. This writer presented an oral report to the department heads and administrators regarding the status of the program

2. The official list of the identified students was made available to each department head and administrator

3. The cluster teachers were formally introduced and their roles were defined

4. This writer shared with the members present the importance of receiving full cooperation from every individual in the group

5. Since there was no separate line budget for phase I of the program, a process was outlined whereby cluster teachers would channel all budget requests through the team leader. The team leader would approve the request and forward it to the appropriate department head

6. It was decided that cluster teachers would not be used by department heads to cover other teacher assignments

7. It was decided that each department head would review with his/her department the nature of the project. The cluster teachers would meet with those teachers who would have the identified students in their elective courses during class periods five through seven

Cluster personnel and teachers of elective courses. The housemaster in charge of scheduling identified for this writer the names of those teachers who had any of the identified students in their elective courses. A meeting of these number of teachers was convened after school in the school's conference center on the first faculty meeting day as defined in the teachers' contract. Also present at this session were the cluster teachers, the head counselor, both housemasters, and this writer. The following results were realized:

1. This writer introduced all staff members and defined the role of the team leader

2. The team leader presented an overview of the program and an updated progress report

3. The list of program objectives was distributed to each teacher present

4. The list of identified freshmen was made available to each teacher present

5. The teachers were informed that they would be responsible for supplying to the team leader quarterly progress reports for each identified student registered in their classes. The reports would include a summary of student attendance, student behavior, and student achievement. Special forms would be used for these reports

6. A chart was designed that listed the names of all teachers present and their respective unassigned periods (appendix I). It was indicated that the team would be meeting with these teachers in small groups during the school day for the life of the program. This plan would promote continuous communication between teachers of elective courses and the cluster teachers without violating contractual obligations with frequent after-school meetings.

Organizing School Records of Identified Students

In order for staff to become fully acquainted with the history of each identified student and to document student progress during the two-year pilot program, it was necessary to organize a system for maintaining accurate student records.

Cluster files. Each cluster teacher was provided with a new four-drawer file cabinet that was located in the classroom. Record folders were organized for each identified student and stored in these cabinets. The contents of these folders would contain student work, including homework assignments, tests, quizzes, and class projects. The team leader would maintain an additional student file that would contain the results of surveys and other testing instruments that measured the achievement of certain program objectives (reading scores, mathematics scores, student self-appraisal, future intention survey, career-awareness survey, etc.).

At the conclusion of the first phase of the program the cluster files would be transferred to those staff members involved with the second phase of the model. Thus, there would be a continuous sharing of information regarding student progress between staff members throughout the entire two-year project.

School files. Two sets of files for each student weremaintained in the school's main offices. Student folders that were transferred from the middle school to the high school were located in the central office and were accessible to all staff members. This folder contained documented reports regarding the student while he/she was a member of the Stamford public schools. It included standardized test results, discipline referrals, correspondence to the home, suspension notices, failure warnings, and class-cutting reports. Student permanent-records that were transferred from the middle school to the high school were located in the guidance suite. This record contained the student's academic marks for grades K-8. Also, the document included the student's school attendance record, reading and mathematics scores, intelligence-quotient scores, and health information. According to school practice

files could not be removed from their designated areas. However, this writer gave to the cluster teachers permission to use these files during their common planning period in the conference center that was adjacent to the main offices.

Constructing Progress Charts for Program Objectives

A series of work-charts were designed to record student progress in every program objective. Some charts would be used by staff in the formative evaluations; all charts would be used in the summative evaluation. In addition, work-sheets were constructed to provide staff with a uniform procedure for receiving data that were needed to determine the degree of success for certain objectives. These progress charts and work-sheets are located in the appendix section and are listed below by title and description:

1. Objective C-1 academic average. The chart compares the student's high-school grades in English, social studies, mathematics and science with middle-school grades in the same disciplines. It is used in the formative evaluation that takes place in 10-week intervals (appendix J)

2. Objective C-2 grade-level reading scores. The chart compares the student's middle-school reading scores with the student's reading scores at the end of the practicum (appendix K)

3. Objective C-3 grade-level mathematics scores. The chart compares the student's middle-school mathematics scores with the student's mathematics scores at the end of the practicum (appendix L)

4. Objective C-4 elective interest courses. The chart identifies a non-required course elected by a student. It includes the course grade, the student's attendance, student's behavior, and a general rating relative to the student's progress in the course. The chart is used in the 10-week formative evaluation process (appendix M)

5. Objective C-4 elective interest courses (teacher work-sheet). The work-sheet is used by teachers of elective courses to provide the cluster team with necessary data to complete the information required on the elective interest course chart (appendix M_1)

6. Objective C-5 decision-making skills. The chart is used to compare the student's pre-test and post-test scores in the decision-making unit of the curriculum guide (appendix N)

7. Objective C-6 career clusters. The chart is used to measure the student's increased knowledge in career awareness, including the identification of career clusters, job-interest areas, and job requirements (appendix O)

8. Objective C-7 instructional units of learning. The chart is used to indicate the student's performance in each of the instructional units of the curriculum guide (appendix P)

9. Objective A-1 student absenteeism from school. The chart measures the student's attendance record in school and compares this data with the student's middle-school attendance record. This chart is used in the formative evaluation process during 10-week intervals (appendix Q)

10. Objective A-2 student-discipline report. The chart is used to identify the number of discipline referrals for each student during both phases of the program. This chart is used in the formative evaluation process during 10-week intervals (appendix R)

11. Objective A-2 daily school-conduct record work-sheet. The work-sheet is used by the house-master to record daily discipline referrals for each student. The work-sheet is submitted to the cluster team leader (appendix R_1)

12. Objective A-3 school suspensions. The chart is used to identify the number of school suspensions for each student during both phases of the program. It compares the student's performance in this area with the middle-school suspension profile of the identified group of students. This chart is used in the formative evaluation process during 20-week intervals (appendix S)

13. Objective A-4 extra-curricular activities. The chart is used to identify the student's involvement in a school activity outside of the classroom. It measures the student's attendance, contribution, and peer relationship within the activity. This chart is used in the formative evaluation process during 10-week intervals (appendix T)

14. Objective A-4 extra-curricular activity work-sheet. The work-sheet is used by activity sponsors to provide reports to the cluster team leader regarding the student's progress in the specific extra-curricular activity (appendix T_1)

15. Objective A-5 group transfer - Do you wish to transfer?. The chart is used to measure the student's attitude regarding the program. It indicates how many students wish to remain in the program at the conclusion of phase I. This chart is used in the formative evaluation at the end of phase I (appendix U)

16. Objective A-6 class-cutting. The chart identifies the number of class-cuts in the cluster area, including English, social studies, mathematics, and science. It compares the group's class-cutting profile against the school population class-cutting profile in the same disciplines. This chart is used in the formative evaluation process during 10-week intervals (appendix V)

17. Objective A-7 task completion. The chart is used to measure the number of classroom tasks assigned to each student and the completion percentage. This chart is used in the formative evaluation process during 10-week intervals (appendix W)

18. Objective A-8 future educational goals. The chart is used to compare the student's attitude regarding the completion of school. It identifies the student's education intentions at the beginning of phase I and identifies the student's educational intentions at the end of phase II (appendix X).

19. Objective A-9 appraisal inventory summary. The chart identifies the student's scores on an inventory summary administered at the beginning of phase I and at the end of phase II. The inventory consists of four sub-tests, including general self-appraisal, family appraisal, peer appraisal, and scholastic appraisal (appendix Y)

20. Objective A-9 self-appraisal inventory (general dimension). The chart identifies the student's scores for those items that make up the general dimension of the inventory (appendix Y_1)

21. Objective A-9 self-appraisal inventory (family dimension). The chart identifies the student's scores for those items that make up the general dimension of the inventory (appendix Y_2)

22. Objective A-9 self-appraisal inventory (Peer dimension). The chart identifies the student's scores for those items that make up the general dimension of the inventory (appendix Y_3)

23. Objective A-9 self-appraisal inventory (scholastic dimension). The chart identifies the student's scores for those items that make up the general dimension of the inventory (appendix Y_4)

24. Objective A-10 mainstreaming students. The chart is used to identify those students who will be mainstreamed at the conclusion of the program. It identifies the procedure to be used in the mainstreaming process, including approvals from the cluster team, head counselor, administration, parent, and student (appendix Z)

Administering Program Pre-Tests

In order to measure the degree of student progress in terminal objectives, it was necessary to administer some pre-tests to the identified ninth-graders in the beginning stages of the project.

Reading tests. The Iowa Basic Skills Test had been administered to all eighth-graders in the school system during the [illegible] of each school year. Once the forty-eight eighth-graders were identified for the high-school program, the middle-school guidance counselors forwarded the April reading scores to the cluster teachers. It was decided by staff that these reading scores would be used as pre-test results for two reasons: First, the scores were the results of recently administered tests. Secondly, it was felt by staff that to administer a second reading test to the same students a few months after they had taken the Iowa Basic Skills Test would result in over-testing

of the identified students early in the program. Thus, the middle-school reading scores were accepted by staff and appear on page 44.

Mathematics tests. Since the Iowa Basic Skills Test measures a student's mathematical ability as well as reading ability, similar reasoning by staff was applied to this area of measurement; the mathematics scores for the identified students were forwarded to the cluster teachers. These scores also appear on page 44.

Future education intention questionnaire. It is assumed that those students possessing favorable attitudes toward school and toward learning will be those who have intentions of remaining in school in order to graduate and then pursue further education or job-training for entry into the job market. Also, it is assumed that students who have limited abilities and possess poor academic records as well as poor behavior and attendance patterns tend to drop out of school when they reach their sixteenth birthday. With these assumptions in mind a questionnaire was administered to each identified student during the second week of school. The questionnaire attempts to determine student aspirations with respect to grade-level completion. The instrument appears in the appendix section (appendix AA).

Each response received a point value based on the following point system:

Quit School	- 1 point
Graduate	- 2 points
Trade School	- 3 points
Junior College	- 4 points
Four-Year College	- 5 points
Graduate School	- 6 points

This questionnaire would be administered again at the close of the practicum in order to determine the following results:

1. The number of students who would range above the "quitting school" response level
2. The number of positive or negative changes in the individual intent relative to furthering one's education
3. The number of positive responses on the pre-test that would continue to be positive responses on the post-test
4. The increase or decrease in the group's average score based on a comparison of average group scores taken from the pre-test and post-test

The results of the pre-test were as follows:

1. Forty-five students responded to the inventory
2. Fourteen students indicated an intention to quit school
3. Nineteen students indicated an intention to graduate from high school
4. Three students indicated an intention to go to a trade school

5. Five students indicated an intention to go to a four-year college

6. Four students indicated an intention to go to graduate school

7. The group average score was 2.46. This figure was determined by summing the points assigned for each individual's response and dividing by the number of students in the group

In summarizing the results, 30 percent of the students indicated that they would quit school as soon as possible. Seventy percent of the students had asperations of completing their high-school education.

Self-appraisal inventory. As perviously stated in the ninth program objective of the affective realm of learning (Chapter II), it was planned that a self-appraisal instrument would be administered to the identified students at the beginning and at the end of the practicum. The instrument was administered in the classroom to the identified students during the second week of school. The entire inventory and the scoring guide appear in the appendix section (appendix B).

The inventory was designed to secure a student's response to sixty-two questions that pertained to four aspects of self-concept; family, peer, scholastic, and a general estimate of self-esteem. A point system

was used for each response (4,3,2,1). Responses that received four points indicated general favorable perceptions of self, self in relation with peers, self in the family context, and self in school situations. In addition to scoring each student's response to the sixty-two questions, scores for each of the four sub-scales for each individual were tabulated.

The results of this pre-test appear on four progress charts designed by this writer (appendix BB). Each progress chart identifies the sub-scale of the instrument, the items assigned to the sub-scale, the student's score for each sub-scale question, and the student's average score for each sub-scale dimension.

The reader is advised that this instrument was administered again to the same students prior to the close of the practicum. The results of this survey plus a comparative analysis of the pre-test and post-test results appear in Chapter VIII.

Identifying Early Program Problems

Three problems surfaced early in the program that required the immediate attention of the cluster team and the administration:

1. Prior to the end of the first marking period six students of the forty-eight identified freshmen were removed from the cluster class rolls; four students moved out of the district, one student was transferred to another public high school, and one student was removed from the program with the consent of the parent. It was decided to follow staff's previous recommendation concerning drop-outs; that is, during the first phase of the program there would be no further registrations

2. Some instructional materials were delivered late to the building. It was necessary to expedite emergency supply orders with the permission of the business office and to rely heavily on the supply areas controlled by the various department heads and media-center personnel. This was done to resolve the immediate problem. However, it was agreed by staff that a new mechanism be established that would prevent this problem from occurring again. Thus, staff recommended that the program be given a separate budget line that would be used by cluster personnel to order instructional materials directly from vendors throughout the school year. This recommendation would be presented to central staff during the budget hearing for implementation in the next school year

3. Cluster team personnel observed a reluctance on the part of the identified students to accept the large-group instruction concept. These students were not accustomed to the procedure that brings together in one room a number of smaller classes. Thus, it was decided by staff to move more slowly in the direction of combination classes. For the first four weeks of the program class sections were structured into four groups of equal size. Eventually, movement toward large combination classes took place by using various learning strategies, including field trips, assembly programs, group projects, and group socials. Time plus various planned group activities that related to the curriculum guide helped to provide a group identify and improve relations among the identified students

Formative Evaluation of the Program

In order to identify any program problems and determine how well the project was progressing during its implementation, formative evaluations were conducted in ten-week intervals that coincided with the school's grading periods. The reader is advised that a detailed summative evaluation of the entire program appears in Chapter VIII; it includes this program's terminal objectives, the evaluation process used for measuring each objective and the results of each evaluation. Therefore, the purpose of this section is to identify for the reader the following components of each formative evaluation session:

1. Key target objectives that were measured and analyzed by the cluster team
2. Problems that were identifed by the cluster team during each session
3. Recommendations that were presented by the team for the purpose of resolving said problems
4. Outcomes of the proposed group recommendations

Finally, this writer will conclude this section by presenting in tabular form results of key program objectives after one year into the project.

Ten-Week Formative Evaluation

The formative evaluation session was held on three successive days during the team's daily planning period at the conclusion of the first marking period. Participants in this process included the four team teachers, the head

counselor, the school psychologist, this writer, and the two housemasters in charge of programming and discipline respectively. The following student progress reports were retrieved by staff by making use of the progress charts and work-sheets designed by this writer:

1. The students's academic average summary
2. The stuoent's school attendance summary
3. The student's discipline summary
4. The student's school suspension summary
5. The student's cluster class-cutting summary
6. The student's elective course summary
7. The student's school activity summary

Program problems. With the exception of the reports on class attendance, elective courses, and school activity, the program was on target with respect to student progress in the above-mentioned objectives. The following problems were identified during this first formative evaluation:

1. There was confusion among cluster team personnel regarding the recording of student absences from class. In an attempt to adhere to formal school policy on the reporting of student absences from class, cluster team personnel marked a student absent from class regardless of the reason for the absence. Thus, as the program began to move in the direction of large and small-group instruction, class-absences became inflated. There was a need to improve the reporting of class attendance during the block of time allocated to the cluster in the daily schedule

2. As previously reported in the description of the program's structure, the identified students were allowed to select one to two elective courses outside of the cluster module. This guaranteed a degree of mainstreaming in the student's daily schedule. Separate incidents involving student discipline and student attendance were reported by teachers of these elective courses. In four specific cases the team leader was unaware of the incidents until after home contact was made by the school's administration. This procedure caused some confusion between the parents of these students and the school staff. It also raised some friction between the cluster personnel and some teachers who taught the elective courses. There was a need to improve this communication process between these segments of the total staff in order to address these separate issues

3. A survey of the identified students indicated that only 15 percent were involved in school activities at the end of the first marking period. Though the team felt that it was too early in the year to expect total student involvement in the school's activity program, it was decided to make an additional effort to encourage more cluster students to become actively involved in the co-curriculum program

Program recommendations. In an attempt to resolve the problems cited above, the following recommendations were proposed by the group conducting the formative evaluation:

1. During the daily planning period the cluster team would record the attendance in the cluster module for each identified student. If a student was present in an assigned large-group or small-group cluster activity instead of a regularly assigned cluster class, said student would not be marked absent from the cluster class

2. All discipline infractions involving the identified students in elective courses would continue to be reported to the housemaster in charge of student discipline. Before taking any action, the housemaster would confer with the team leader regarding the disposition of each case. In the absence of the housemaster, discipline referrals from teachers of elective courses would be made directly to the team leader. The team leader and/or head counselor would meet regularly with teachers of elective courses to discuss student problems and alternative solutions to these problems

3. The cluster team and head counselor would meet with each identified student who was not enrolled in a school sponsored activity. An attempt would be made to encourage each student to join a school sponsored activity. In addition, the team would solicit the aid of student leaders and activity sponsors. These individuals would be invited to cluster classes to discuss specific activity programs and encourage student participation in these programs. The team leader would maintain an ongoing record of student membership in the co-curricular program. The identified students who were enrolled in the activity program would be given an opportunity to discuss with their peers during cluster class-time their involvement and achievement in these programs

Twenty-Week Formative Evaluation

A second formative evaluation session was conducted by the team at the end of the second marking period. The session was held on two successive days during the team's planning period. During this evaluation the team analyzed the outcomes of the group's recommendations that resulted from the ten-week formative evaluation session. It also reviewed progress

reports that were related to the same program objectives cited in the first evaluation session. Finally, this evaluation produced additional recommendations by the team in order to solve new program problems.

Outcomes of ten-week recommendations. The results of the three recommendations that emerged from the first evaluation session were as follows:

1. The team adopted the practice of reviewing and recording student attendance in class during the daily planning period. Once this process was instituted, the team and the school administration were satisfied that student attendance was being recorded accurately and that the school policy was being followed. No further problems were evident in this area for the entire second marking period. Eventually, this routine process took only several minutes to complete each day

2. With the exception of two separate student discipline cases, all discipline referrals were channeled to the team leader by the housemaster. The two exceptions resulted in a break-down of communication; two students, who got into some difficulty outside of the cluster module, were suspended from school by an administrator who failed to refer these cases to the housemaster in charge of student discipline. The two students appealed to the team leader. A meeting was convened involving the team leader, the housemaster, and this writer. Upon a recommendation of the team leader, it was decided to allow the team the opportunity to resolve this problem through parent involvement with appropriate disciplinary action and follow-up. The suspensions were waived. No other communication problems occurred during this ten-week period

3. The team invited coaches, activity sponsors, and student leaders to the classroom at various intervals during the second marking period for the purpose of encouraging students to become involved in school-sponsored activities. The head counselor met separately with each student to review grades, school attendance, and school involvement. Through the efforts of the team and the head counselor a number of students were enrolled in various school activities. By the end of the second marking period 42 percent of the indentified freshmen had enrolled in a school-sponsored activity. Such activities included: track, basketball, principal's leaders' group, color guard, gymnastics, class representatives, football, wrestling, and band. Though there was progress in this area, the team agreed to continue to work on this recommendation in order to increase this cluster's involvement in school activities

Program problems. The program continued on target with respect to progress in the objectives that were part of the formative evaluation. However, one major problem surfaced during this period:

> Complaints were received from the identified students and their parents regarding their poor achievement in the required health course for all freshmen. This was the only required freshman course where students were grouped heterogeneously. Identified students could not compete with other students in the classroom; more than 50 percent of the students received below-average grades in the health course

Program recommendations. The following recommendation was made by the team in order to resolve the problem cited above:

> The team recommended that it meet regularly with the two health teachers in order to

> provide supplementary assistance for the students and to address each problem that arose in the health classes. In addition, discussions would begin between the team and the health teachers regarding the possibility of merging the health curriculum with the cluster curriculum. A final decision would be reached by the third evaluation session

Thirty-Week Formative Evaluation

A third formative evaluation session was held at the conclusion of the school's third marking period. It followed the same format of the two previous evaluations.

Outcomes of twenty-week recommendations. The recommendation made during the previous formative evaluation produced the following result:

> Despite the many meetings between the health teachers and cluster personnel, it became apparent to all concerned that the identified students could not cope in large heterogeneous health classes. Thus, it was decided to merge the health curriculum with the science component of the cluster curriculum. Since science was only required in the freshman year and the cluster program was designed for two years, it was felt that sufficient room was available in the student's two-year schedule to cover the health/science requirements. This proposal would be implemented for the second incoming freshman class during its sophomore year

Program problems. Other concerns were noted during this session as a result of input received from staff and the team leaders.

1. The curriculum guide called for a number of learning activities, including relevant field trips. The team noted that in many cases the students could not afford to pay for any part of a field trip. Budget funds were unavailable and student activity funds were limited

2. Input received from teachers of elective courses indicated that many identified students had one major common limitation that hampered their chances for maximum achievement. This deficiency was identified as poor reading ability. This conclusion was confirmed by the cluster team. Also, a number of these students did not qualify for the school's reading program because of governmental guidelines

Program recommendations. The following recommendations were proposed by the cluster team in an attempt to resolve the two problems cited above:

1. It was recommended that a separate budget line be assigned to the program the following year that would provide funds for cluster field trips. This recommendation would become part of the school's total budget proposal for the upcoming school year

2. It was recommended that a full-time reading specialist be added to the cluster team during phase II of the program. This individual would supplement the work of the English teacher in order to provide needed support for students with extreme limitations in reading skills. This recommendation would become part of the school's total budget proposal for the upcoming school year

Planning for Phase II of the Articulation Model

While the formative evaluations were being conducted by this writer and staff, the second phase of the program was being planned. The second stage of the program that would begin in September of the next school year would include two groups of students; namely, the present identified freshmen would become sophomores and a new group of identified freshmen would enter the high school for the first time. It was necessary to structure the model to accommodate the two groups.

Organization options. The following organization options were proposed to the cluster team:

1. The same team would direct both phases of the program
2. Two distinct teams would direct each phase of the program separately
3. Two teams supervised by one team leader would direct both phases of the program

The third option was selected with some modifications. The present team leader would serve as coordinator of both teams and continue in her capacity as an English teacher for the sophomore group. The present science teacher would serve as a team teacher for the new freshman group. The head counselor would continue to serve the students assigned to her by following the sophomore group. Thus, it would be necessary to add four additional staff members to the program, including three teachers and one guidance counselor. They would become part of the new ninth-grade cluster team. This type of organizational structure would provide the program with needed coordination of both phases, experienced cluster teachers on both teams, and additional staff members. This option would have budget implications.

Program presentation to the board of education. At the request of Dr. Robert Barry, Director of Secondary Education for the Stamford Public Schools, the cluster team and this writer were invited to appear before the

Stamford Board of Education to discuss the articulation program. Those in attendance included: Dr. Robert Peebles, Superintendent of Schools; members of the central administration; the nine members of the Stamford Board of Education; members of the cluster team and this writer; parents and other members of the community. The presentation was designed to achieve the following objectives:

1. To present an overview of the program
2. To present a progress report of the program
3. To discuss budget implications for both phases of the program

This writer gave an overview of the program. The problem that staff was attempting to remedy was discussed using data taken from school records. The program structure was outlined and terminal objectives were identified. The team leader introduced members of the cluster team. Each member identified his/her role in the program.

The team leader presented an informal progress report that related to the seven objectives cited in the formative evaluations. Problems and highlights of the program were discussed. The program options for the second phase of the program were outlined in detail.

Budget implications for both phases of the program were discussed. It was indicated by this writer that the first phase of the program was implemented at no additional cost to the system. However, phase II, if allowed to continue, would have budget implications. As recommended in earlier formative evaluations and earlier discussions, funds would be needed for additional personnel, supplies, curriculum workshops, and field trips. A question-and-answer period followed. Finally, this writer and the team were encouraged by the group to continue the program and construct a realistic budget request for the second phase of the project.

Budget proposal. The following budget proposal for the second phase of the program was prepared by the team and this writer and submitted to the central staff for consideration:

one reading specialist	$11,480
one additional team teacher	$11,480
summer curriculum workshops	$ 2,500
textbooks and instructional supplies	$ 2,000
field trips	$ 1,200
Total	$28,660

A budget request rationale was attached to the budget. The requests for the reading specialist and the

additional team teacher were based on the formative evaluations. With both phases operating simultaneously, it would be difficult to recruit all team members from the school staff. This would interferewith departmental operations and the school's master schedule. Summer curriculum workshops were needed to update the ninth-grade curriculum and to construct a tenth-grade curriculum guide for the program. This request would allow all team members to participate in the workshops for four weeks. Instructional supply funds would allow the team to begin a start-up program of special requirements without relying totally on other departments in the school. Finally, field-trip funds would enable the team to carry out some learning activities contained in the curriculum guide.

The budget was approved eventually in its entirety despite a large cut in the total school-district budget. Each budget item was given a separate budget line and a code number that would allow the team to make program requisitions for supplies and services.

Student identification process. During the final marking period of the year the middle-school administration was notified that the high-school

staff was planning for the implementation of the second phase of the program. It was indicated that the student selection process for the entering freshman class would follow the same procedure as outlined in the first phase of the program. Forty-eight eighth-graders who would be entering the high school the following year were to be selected by the middle-school administrative and guidance staffs. The student selection process was to be based on the same criteria used in the selection of the first group of identified freshmen.

Staff recruitment. Prior to constructing the model for the second phase of the program, it was necessary to begin recruiting staff; two teachers, including a reading specialist and a mathematics teacher, would be hired and two professionals, including a guidance counselor and a social studies teacher, would be recruited from the school staff. Job-openings were advertised. Members of the school staff were permitted to apply for these positions. Eight candidates applied for the four openings. The team leader and this writer conducted the interviews. Each candidate was allowed to observe the program during the school day. It was necessary that candidates become aware of the nature of the program and be willing to commit themselves to the program's philosophy.

Of the four candidates who were selected for the new positions in the program, three members came from the school staff and one member came from within the school district; the members from the staff included a reading specialist who was transferred from a government-funded reading program, a social studies teacher with experience in remedial instruction, and a guidance counselor who formerly served an as ombudsman in the school; the one member from the school district was transferred from the feeder middle school at her request and with the approval of the principals of both schools. Thus, the additional personnel brought to the program middle-school experience, high-school experience, and specialized backgrounds. Each candidate was approved by this writer, the team leader, and the various department heads who would share their services.

Annual Evaluation-Phase I

At the end of the school year the following members of the professional staff met with this writer to assess phase I of the articulation program: members of the cluster team, head counselor, housemasters in charge of program and discipline respectively, and the school psychologist. One full day was devoted to this assessment.

Outcomes of thirty-week recommendations. This writer reported to the group the results of the two recommendations that were made during the thirty-week formative evaluation:

1. The business manager for the school system notified the school that the proposed budget for the articulation program for the following school year was approved in its entirety. A field-trip account was established that included an allocation of $1,200 for the following school year

2. The recommendation for a full-time reading specialist was approved by the board of education. This individual would be assigned to the articulation program for the following school year

Report of student attitude toward cluster. During the last week of school the cluster team under the direction of the team leader conducted a classroom activity with the identified freshmen. The purpose of the activity was to ascertain the holding power of the articulation program. Each student was asked to respond to the following question: Would you be willing to transfer to a new class section for the next school year? It is assumed that students who indicate a willingness to remain in the program possess a general positive attitude toward the project. It is also assumed that if students are insistent on transferring from the class, then the

holding power of the program has diminished. Students were asked to respond to the question with a yes or no answer. Response sheets were not to be signed.

The results of the survey were as follows:

1. Thirty-six students indicated that they did not wish to transfer from the program
2. Five students indicated that they did wish to transfer from the program
3. One student was undecided. The student indicated that he would stay in the program if he could have a change of one teacher

Based on these results the group was satisfied that there was an overall positive acceptance of the program on the part of the vast majority of the identified freshmen.

Phase I results of seven program objectives. The professional team tabulated data that they received during the previous formative evaluations and provided an annual summary of the results. These results appear on page 95 as table 2.

TABLE 2

PHASE I RESULTS OF SEVEN PROGRAM OBJECTIVES

NAME	ABSENT FROM SCHOOL	CLASS CUTS	DISCIPLINE REFERRALS	SUSPENSIONS FROM SCHOOL	CO-CURRICULUM ACTIVITY INVOLVEMENT	PROGRESS IN ELECTIVE COURSES	CLUSTER GRADE AVERAGE
1							
2	31	1	1				C
3	7	0	2		Yes	P	B
4	9	1	0		Yes	P	C
5	22	1	1	1			C
6	4	3	0		Yes	P	B
7	122	0	0				F
8	16	1	2		Yes	P	B
9							
10	19	0	0		Yes	P	A
11	16	0	0		Yes	P	B+
12	10	0	0		Yes	P	B
13	7	0	0		Yes	P	A
14	18	0	0		Yes	P	B
15	9	2	0		Yes	P	A
16	22	1	1			P	C
17	29	0	0			P	C
18	15	0	1		Yes	P	B
19	5	0	0		Yes	P	B
20	15	0	0			P	C
21	29	2	0		Yes	P	C
22	13	0	0		Yes	P	B
23	13	1	1				D
24	11	0	0		Yes	P	A
25	10	0	0		Yes	P	B
26	15	0	0		Yes	P	A
27	18	0	1				B
28	18	0	0			P	B
29	14	0	0			P	C
30	23	2	1			P	C
31	5	2	1		Yes	P	B
32	10	0	0			P	C
33							
34	27	1	2		Yes		D
35	15	0	0			P	C
36							
37	50	2	1				D
38							
39	17	0	0		Yes	P	B
40							
41	1	0	0		Yes	P	C
42	38	8	7				F
43	9	0	0		Yes	P	B
44	113	0	1				F
45	18	1	0			P	B
46	9	0	0			F	B
47	28	0	0			P	B
48	15	1	0	1	Yes	P	B

The following statistics were derived from the chart that indicates in tabular form results of seven program objectives for the first phase of the articulation program:

1. Thirty students maintained a school-attendance rate of 90 percent or better. Thirty-eight students maintained a school-attendance rate of 80 percent or better

2. Twenty-six students recorded no class-cuts during the year. Forty-one students averaged less than one class-cut each marking period

3. Twenty-eight students recorded no discipline referrals to the administration. Forty-two students averaged less then one discipline referral each marking period

4. Two students were suspended from school during the year

5. Twenty-three students became involved in at least one school sponsored activity during the year

6. Thirty-three students received favorable progress reports from teachers of elective courses

7. Thirty-six students received an average cluster grade of C or better. Twenty-three students received an average cluster grade of B or better

The reader is reminded that six students (identification numbers 1, 9, 33, 36, 28, 40) are listed on the chart with no recorded data. These individuals were members of the identified group of freshmen, but transferred out of the building due to a change of home address.

Program problems. As a result of the annual evaluation of the first phase of the articulation program, three problems were identified:

1. There was a significant increase in student absenteeism from school during the final weeks of the fourth marking period. This increase inflated the final attendance records of a number of identified students. A partial explanation of this result was presented by staff. A severe winter caused the cancellation of six school days. There were an excessive number of vacation days in the school calendar. Thus, the last day of school occurred during the final week of June. This problem was complicated with an early graduation for seniors that resulted in an increase in absenteeism for the entire school population. Thus, the formative evaluations indicated that the majority of students maintained good attendance records during the first three marking periods. However, the majority of students did not fulfill the program's attendance objective during the fourth marking period

2. Prior to the end of the first phase of the program five students indicated a desire to be placed in a more advanced grade level for the sophomore year. Though staff did not feel that these students were ready to be mainstreamed, it was agreed that some provision be made in the second phase of the articulation model that would address this concern

3. It was the opinion of staff that the majority of the identified freshmen were lacking in study skills; they were unable to do independent work. This lack of study skills produced some poor grades in the cluster courses and elective courses. It was agreed that this problem would be addressed in the second phase of the program

Program recommendations. The following recommendations were proposed by the group to resolve the problems cited in the annual evaluation:

1. Phase II of the articulation program would be modified in order that more field trips and projects could be conducted during the latter part of the school year. Such projects would serve as incentives to attract these students to school during the final month of the official school calendar. It was also agreed that an effort would be made to work with the Work Program counselor in order to obtain part-time jobs for eligible students. These jobs could be located in the community or within the school complex

2. In developing the program schedule for the second phase of the project, it was decided that a master schedule be constructed that would allow identified sophomores to be transferred to higher-level courses in a lateral arrangement. Such a procedure would provide to the cluster team the opportunity to have students in the program experiment with higher-level required courses. This procedure would also allow the student the opportunity to return to the program without disrupting his/her entire program schedule. A detailed description of the structure is found in Chapter VII

3. The structure for the second phase of the program schedule would contain periods that would allow the identified sophomores opportunities to work with the cluster team on independent study projects. Thus, every student in the program would be required to meet with the cluster team during planned periods of the school day for the purpose of improving study skills and working in independent study programs

Program highlights. During the annual evaluation the cluster team listed a number of program highlights that contributed to the success of the project:

1. As outlined in the curriculum guide, the identified students took part in a mock court trial. This project identified for the students the process that takes place from the time a crime is committed to the final deliberation of a jury. The entire proceedings were prepared by the students in written form and produced in the classroom. This program was videotaped by the school's media personnel and was reviewed by the cluster team and the identified students

2. As outlined in the curriculum guide, the identified students produced a play. The program was written by the students and rehearsed and presented on stage in the neighborhood community center. The theme of the production was based on the life of a well-known author that attracted the interests of the students. The author was contacted by the group so that he was made aware of their project. As a consequence the group received from the author a personal letter commending them for their efforts in this endeavor

3. The cluster organized a holiday social that brought together the entire identified freshman group with the professional staff. Arrangements, including refreshments, program, and entertainment, were the responsibility of the individual students. Invitations were sent to parents, members of the professional staff, and the administration. The program allowed students to meet adults in a different environment and had a very positive effect on the entire audience

4. A major field trip was planned that involved a full-day visit to a nature center located in the city. This event brought together the entire cluster with adults from the community who had major responsibilities in the nature center. The field trip was a learning activity that was outlined in the curriculum guide. For all of the students it was the first time that they were given access to this city resource center

5. Except for the six students who transferred from school early in the program, there were no drop-outs during the first phase of the program. One student whose family moved out of the school district requested special permission to remain in the school's program. Permission was granted.

6. The cluster's class-cutting record, school suspension record, discipline referral record, and school attendance record produced a group profile superior to group profiles of past 9-3 level groups

The present identified freshmen would be entering their sophomore year and a new group of identified eighth-graders would be entering the high school. It was time to plan for the implementation of the second phase of the articulation program.

CHAPTER VII

IMPLEMENTING THE ARTICULATION PROGRAM-PHASE II

The second phase of the articulation program incorporated into the school's master schedule two groups of identified students; the first group of identified students from phase I were now sophomores; the second group of identified students were entering the high school as freshmen.

Constructing the Model-Phase II

This writer and the housemaster in charge of scheduling constructed a model schedule for both groups of identified students. The model, which was superimposed onto the school's master schedule, incorporated into its design the recommendations that resulted from the formative evaluations conducted during phase I of the program. A design of this program model appears in figure 5 on page 102 .

PER.	GRADE 9 PHASE I	GRADE 10 PHASE II	SCHOOL'S MASTER SCHEDULE
	ATTENDANCE	ATTENDANCE	ATTENDANCE
1.	(MATHEMATICS)	ELECTIVE	ELECTIVE
2.	(SCIENCE/HEALTH)	STUDY	ELECTIVE
3.	(ENGLISH)	(ENGLISH)	ENGLISH 10-2
4.	(SOCIAL STUDIES)	(SOCIAL STUDIES)	SOCIAL STUDIES 10-2
5.	PHYSICAL EDUCATION	(MATHEMATICS)	ALGEBRA 1-A
6.	STUDY	(INDEPENDENT) (STUDY)	ELECTIVE
7.	ELECTIVE	PHYSICAL EDUCATION	ELECTIVE

Figure 5. A Schedule Model for Phase II of the Articulation Program

Program for grade ten. The following schedule components were included in the grade-ten design:

1. The required cluster courses, including English, social studies, and mathematics, were scheduled during three consecutive periods. This arrangement enabled the team to meet with the identified students in large or small-group sessions during a specific block of time each school day.

2. During the time-block assigned to the tenth-grade group a class-period was scheduled for independent study. This schedule would provide each sophomore the opportunity to work with members of the team on independent projects for the improvement of study skills.

3. The schedule provided students additional opportunities to enroll in elective courses and be part of the mainstream of the school

4. In an attempt to satisfy the needs of those students who might be ready for the mainstreaming process prior to the end of phase II, a special arrangement was made in the master schedule; upper-level courses that related to cluster courses were scheduled in corresponding time-periods during the day. These upper-level courses were programmed for small student enrollments in anticipation of possible transfers from the cluster courses

Program for grade nine. The following schedule components were included in the grade-nine design:

1. The required cluster courses, including mathematics, science, English, and social studies, were scheduled during the first four consecutive periods of the school day. This schedule also enabled the ninth-grade team to meet with the identified freshmen in small or large-group sessions

2. During the school day two time-periods were designed to overlap both clusters; period three and period four found the identified students of both clusters scheduled for English and social studies. This arrangement made it possible for both teams and both clusters to come together for special projects, including planned socials, assembly programs, and field trips. These activities could be held without the use of substitute teachers. This arrangement prevented students from missing other scheduled elective classes

3. The required science class was scheduled as a science/health course. It would be scheduled for two consecutive years in order to fulfill the school's graduation requirements

4. The schedule provided students the opportunity to enroll in elective courses open to the entire freshman class

Workshop V - Coordinating Phase I and Phase II

Having constructed the schedule model for both clusters and having selected the team members for both clusters, it was necessary to conduct a workshop for both teams for the purpose of coordinating phase I and phase II of the articulation program.

Participants and logistics. During the final examination week in June both teams met for five afternoon sessions after all students were dismissed at noon. Each session was held in the school's conference center for approximately two hours. Participants included: seven teachers from both teams, two guidance counselors representing both clusters, the housemaster in charge of scheduling, and this writer. The director of secondary education attended two sessions. This writer conducted three large-group sessions and the team leader conducted two small-group sessions with each team.

Purpose. The workshop was held in order to achieve the following objectives:

1. To explain the proposed schedule modifications for both clusters that resulted from the formative evaluation sessions held during phase I of the program
2. To identify and explain individual schedules for each cluster teacher
3. To identify the role of the team leader for phase II of the program
4. To provide the staff with final budget allocations and requisition procedures for the purchase of supplies

5. To present an overview of the grade-nine curriculum guide to the new members of the team

6. To establish summer workshop dates for the purposes of updating the grade-nine curriculum guide and constructing the grade-ten curriculum guide

Outcomes. The following outcomes were achieved as a result of the workshops:

1. Each team member was given a copy of the cluster schedules. The housemaster identified all features of the model. A review of the formative evaluations was given by the housemaster as a rationale for the modifications in the new schedule

2. Proposed schedules for each team member in both clusters were illustrated on a blackboard. The schedule for the team leader who would coordinate both phases of the program was diagrammed. Teachers of the ninth-grade cluster would have two class assignments in addition to the cluster schedule. An unassigned period would be built into the cluster arrangement and one daily planning period would be scheduled for each ninth-grade teacher. A similar arrangement would be established for teachers of the tenth-grade cluster with one exception; each tenth-grade teacher would have one less class assignment in the master schedule and one additional planning period. The daily planning periods for both clusters would be scheduled during the last period of the school day. Sample teacher schedules for each cluster appear in figure 6 on page 107.

PER.	NINTH-GRADE TEACHER SCHEDULE	TENTH-GRADE TEACHER SCHEDULE	CLUSTER COORDINATOR SCHEDULE
1.	CLUSTER MATHEMATICS TEACHER	LAW & JUSTICE (Elective)	UNASSIGNED (Coordination)
2.		UNASSIGNED PERIOD	UNASSIGNED (Coordination)
3.		CLUSTER SOCIAL STUDIES TEACHER	CLUSTER ENGLISH TEACHER
4.			
5.	ALGEBRA I (Elective)		
6.	PLANE GEOMETRY (Elective)		
7.	CLUSTER PLANNING PERIOD	CLUSTER PLANNING PERIOD	CLUSTER PLANNING PERIOD

Figure 6. Sample Teacher Schedules for Ninth-Grade and Tenth-Grade Clusters

3. This writer identified the role of the team leader. In addition to conducting tenth-grade English cluster classes, the team leader would serve as coordinator for both clusters. It would be her responsibility to see that the curriculum guide was being implemented. In addition, she would serve as a liaison between both teams and the administration. She would be relieved of all additional class assignments in the school's master schedule. Finally, she would conduct all daily planning periods for both clusters

4. The final budget allocations were released to the staff. It was agreed that all requisitionsfor materials and field trips be channeled through the team coordinator for approval

5. Copies of the ninth-grade curriculum guide were distributed to the new staff members. Each member was given a detailed explanation of the guide by the team coordinator. All team members of both clusters were encouraged to submit revisions in the curriculum guide in preparation for the summer curriculum workshops

6. A curriculum workshop was scheduled for four weeks in July. The sessions would be held in school and participants would include members of the original ninth-grade cluster. New team members were invited to attend one session in order to familiarize themselves with the curriculum development process and to provide input into the tenth-grade curriculum guide

Workshop VI-Constructing the Curriculum Guide for Grade Ten

The Stamford Board of Education approved a budget request submitted by this writer for the purpose of continuing the curriculum development process; the ninth-grade guide would be reviewed and a tenth-grade curriculum for the cluster would be developed.

Participant and logistics. The curriculum workshop was conducted in the school building for four weeks in the month of July. Each session lasted four hours. Participants included: the four members of the original ninth-grade cluster, the head counselor, and this writer. Each member of the second ninth-grade cluster was invited to attend one session toward the end of the workshop. The workshop was conducted in small and full-group sessions; individuals responsible for specific units of study worked together in the construction of the unit; the committee of the whole reviewed each unit and made necessary modifications.

Purpose. The following two objectives were approved by the group for the curriculum workshop:

1. To review and update the ninth-grade cluster curriculum guide
2. To develop a continuing tenth-grade cluster curriculum guide

Outcomes. As a result of the curriculum workshop the following outcomes were realized:

1. The ninth-grade curriculum guide was reviewed and one alteration was made; a science/health component was constructed and added to the guide for implementation over a two-year period. This additional curriculum component satisfied an earlier recommendation that would give the cluster team the responsibility for teaching the required health unit in the articulation program

2. The tenth-grade cluster curriculum guide was developed. It followed a prescribed sequence of units of instruction that provided continuity between phase I and phase II of the articulation program (appendix H)

The curriculum guide was published and distributed to all team members of both clusters and the director of secondary education for the Stamford Public Schools.

Identifying Early Program Problems for the Two-Phase Operation

With two clusters operating simultaneously, the following program problems developed that required immediate attention:

1. Forty-eight students were selected for the second ninth-grade cluster. When school began in September, five identified students did not appear in school. The head counselor was able to ascertain the location of each individual; the missing identified students either moved out of the city or transferred to another city high school because of a change of local address. It was decided that the team would accept additional ninth-grade candidates from the regular school program based on teacher recommendations and the approval of the cluster coordinator. The deadline for such transfers would be the mid-year grading period

2. From both clusters s total of a eight students had schedule conflicts; five students were not scheduled for the electives of their choice and three students were not programmed in the ninth-grade cluster for the required four-period block of time. Because the housemaster in charge of scheduling was assigned the task of checking each individual schedule prior to the opening of school, each scheduling problem was resolved before the students received their individual schedules

3. It was brought to this writer's attention during phase II of the program that two teachers from the original ninth-grade cluster would be tendering their resignations prior to the mid-year recess to accept management-training positions in industry. With the cooperation of the personnel director both individuals and the team leader were allowed to interview potential candidates. Final candidates were allowed to work in the program for two weeks with the teachers they were to replace. This process enabled the staff to work with the new candiates and allowed the candidates the opportunity to see the program in action before mutual agreements were made regarding permanent contracts

4. During the early weeks of phase II of the program five students indicated a preference to be moved to a higher grade level in the English and mathematics areas. It was decided that individual evaluations would be made at the conclusion of the first marking period. This evaluation would be based on grade-achievement, school attendance records, and team recommendations. This process was acceptable to the students and their parents

The problems cited above had program implications that required specific recommendations. These recommendations are addressed more specifically in Chapter IX; namely, a set of program

recommendations is provided for the reader based on input received from the cluster teammembers and this writer following two years of experience in the articulation model.

Formative Evaluation of the Phase II Model-Ten Weeks

A first formative evlauation of both clusters was conducted at the end of the first grading period. The session was held in the school's conference center on three consecutive days during the cluster planning period. Participants included: the ninth-grade cluster team, the tenth-grade cluster team, the two cluster guidance counselors, the housemaster in charge of scheduling, and this writer. During the first session the ninth-grade team presented an analysis of cluster grades, school attendance, class-cuts, discipline referrals, and school suspensions. The second session was conducted by the tenth-grade team and followed the same format. The third session enabled both teams to work as a unit with the intention of making some recommendations to resolve some individual and common concerns.

Grade-ten program. The following concerns were raised as a result of this formative evaluation:

1. Although the program objectives cited above were achieved for the group as a whole during the first grading period, two cases of habitual truancy were recorded

2. The head counselor identified five students who repeated their requests to move into a higher grade level

3. The head counselor identified one student who had developed an unusual pattern of school absences. The case was referred to the social worker and the student was found to be pregnant

4. Several students revealed in private conferences with the cluster coordinator personal concerns about having the same teachers for two consecutive years in the academic subjects. This concern was confirmed by other members of the tenth-grade team who had received similar comments from their students

The following recommendations were made and approved by the group in an attempt to resolve the problems cited above:

1. Both truancy cases were referred to the school social worker. Home contact was made and informal student performance contracts were reviewed with the parents. The housemaster in charge of attendance met with a representative of the welfare department to determine attendance criteria for students whose parents received welfare subsidies. It was agreed that the school would make periodic reports to the welfare department regarding any student's irregular attendance in school

2. Five students were transferred to a higher grade level in mathematics. This lateral transfer to algebra 2-A enabled the students to be partially mainstreamed into the academic area without disrupting their remaining course assignments in the tenth-grade cluster. This arrangement received the approval of the cluster team, the five identified students, and their parents

3. The one identified student who became pregnant was referred to the school social worker and was placed on home instruction with the approval of the parents. It was determined that the student would be allowed to return to the cluster during the year with the approval of a physician

4. The group decided to delay action an any proposed changes in the model schedule. A recommendation would be made at the end of phase II of the program regarding proposed future alterations in teacher assignments to ninth-grade and tenth-grade clusters. The reader is advised that a set of program recommendations is located in Chapter IX. This particular item is covered in detail

Grade-nine program. Two concerns were raised by the ninth-grade team as a result of the formative evaluation:

1. Characteristic of the first group of identified students, there were some cases of unusual school attendance problems and a minimum of class-cuts; five students were considered school truants and only five students had any record of cluster class-cuts. Two of the school truants recorded no cluster class-cuts when they were in school. In addition, the ninth-grade team uncovered the same bookkeeping problem of recording attendance that was identified during phase I. Thus, some school absences were inflated. It was determined that a flaw existed in the school's attendance procedure that required the attention of the administration

2. Since some identified students had moved out of the district, the total projected enrollment of forty-eight students was not realized. Furthermore, the cluster team had received some requests from staff, parents, and students, to consider the possibility of adding students to the cluster from the school's mainstream

The following decisions were made by the group in an effort to solve the two major concerns of the ninth-grade team:

1. Using the same procedure adopted by the tenth-grade team, the students classified as truants were referred to the school social worker. She would work with the housemaster in charge of attendance, the welfare department, and the parents of the students with the intent of improving school attendance

2. The housemaster in charge of student attendance was given the responsibility of revising the school attendance procedure. The housemaster would work with the school's department heads and provide the group with a proposal that would be implemented the following school year. This recommendation appears in Chapter IX and would be of concern to those schools that have an open-ended master schedule

Administering Inventory Instruments to Phase II Students

Prior to the practicum's end four major evaluation instruments were administered to the identified sophomores who were completing one and one-half years in the articulation program. These post-tests included: a reading skills assessment, a mathematics skills assessment, a career awareness inventory, and a self-appraisal inventory. Pre-tests in these areas of concentration were administered at the beginning of phase I of the program.

The four instruments were administered within a two-week period prior to the mid-year examination period. The cluster was divided into three small groups in order to make the testing procedure manageable. Four days were used to complete this process. The reading and mathematics assessments were conducted by the cluster coordinator. The career awareness inventory was administered by the career associate. A self-appraisal instrument was administered by the head counselor. Absentees were tested individually by the cluster coordinator and head counselor.

The reader is advised that the evaluation process and the results of these assessments appear in detail in the following chapter of this practicum report.

Planning the Mainstreaming Process for Successful Students

One month prior to the practicum's end this writer with the assistance of the cluster coordinator, the head counselor, and the director of secondary education, developed a process that would be used for mainstreaming the successful identified students during their third and fourth years in the high school. The procedure included the following components:

1. A recommendation from the cluster team for every student who was to be mainstreamed
2. A conference involving the parent, the student, the head counselor, and the cluster coordinator

3. An analysis of the student's performance in the program presented to the parent

4. A review of the school's official program of studies presented to the parent

5. An approval of the mainstreaming process by the parent and the student

The team and this writer agreed that the mainstreaming process should not cause a complete separation of the students from the articulation program. Instead, the following decisions were made that would provide a degree of continuity between the articulation program and the mainstreaming process:

1. The head counselor would continue her role as advisor to the identified students through their third and fourth years of high shcool

2. Teachers assigned to the identified students for the junior and senior years would meet with the cluster team prior to the start of each school year in order to review student records and student performances in the program

3. The cluster coordinator would serve as a consultant to the junior and senior teachers on personal matters involving any identified student

For the successful students who were to be mainstreamed, it was agreed that each individual program-schedule contain the following minimum curriculum components:

1. One additional year of mathematics, including an introductory course in algebra or a business mathematics course

2. One formal course in the business department, including typing or fundamentals of business

3. One course in the arts department, including industrial arts, fine arts or home economics

4. Membership in a school work-study program, including distributive education or career-work experience

5. Two additional years of study in language arts, including a level-2 humanities program or a level-3 literature program

6. One additional course in social studies of a contemporary nature

7. A course in developmental reading

The program criteria cited above would enable each student to meet the school's graduation requirements and to take full advantage of the wide range of school offerings commensurate with student abilities and interests. A sample four-year program schedule of a successful identified student is diagrammed in figure 7 on page 119.

Program Planning for Students Who Would Not Be Mainstreamed

This writer made the assumption at the outset of the articulation program that possibly some identified students would not be programmed completely into the mainstream of the school at the conclusion of their sophomore year. Thus, a modified program plan was adopted that would assist those unsuccessful students without conflicting with

PER.	PHASE I GRADE-NINE CLUSTER	PHASE II GRADE-TEN CLUSTER	MAINSTREAM GRADE ELEVEN	MAINSTREAM GRADE TWELVE
1.	*MATHEMATICS C	ART FOUNDATIONS	STUDY	STUDY
2.	*SCIENCE L U	*PHYSICAL EDUCATION	*PHYSICAL EDUCATION	*PHYSICAL EDUCATION
3.	*ENGLISH S T	*ENGLISH C	*ENGLISH 11-2 or HUMANITIES	*ENGLISH 12-2 or ENGLISH 12-3
4.	*SOCIAL STUDIES E R	*SOCIAL STUDIES L U	*SOCIAL STUDIES or HUMANITIES	FUNDMENTALS of BUSINESS
5.	*PHYSICAL ED./HEALTH	*MATHEMATICS S T	ALGEBRA 1-A or BUSINESS MATHEMATICS	DEVELOP-MENTAL READING
6.	STUDY	INDEPENDENT STUDY E R	DISTRIBUTIVE EDUCATION I	DISTRIBUTIVE EDUCATION II
7.	TYPING I	STUDY	WORK-STUDY RELEASE	WORK-STUDY RELEASE

* Required courses for graduation.

Figure 7. Sample Four-Year Program Schedule for a Successful Identified Student Fully Mainstreamed After Completion of Phase II

graduation requirements or board of education program-scheduling practices; each student enrolled in five courses each year; juniors and seniors were required to fulfill two full-year language arts requirements and one full-year social studies requirement during their last two years in high school. The following minimum program components would be incorporated into each program schedule the following year for students who would not be fully mainstreamed:

1. Students would be programmed together in an English/social studies core program taught by a team of two teachers. This schedule would follow the school's humanities program format at an instructional level commensurate with the regular level-3 program. Thus, the two school-required courses would continue to reflect a team approach that was used in the articulation model

2. Students would be enrolled in the school's reading laboratory for one class period each day

3. Students would be enrolled in the school's work-study program as meaningful jobs became available. This would require an early release from school each day with the approval of the administration, the parent, and the official employer. Such a process would be under the direction of the job-placement counselor

4. Students would be given an opportunity to enroll in elective courses according to individual interests. Where possible, an attempt would be made to place these students in elective courses taught by teachers who had previous experience in the articulation program

5. The head counselor would continue to serve as counselor to these students for their remaining years in high school

6. During the senior year students would be enrolled in a full elective program with one exception; they would be required to take the regular language arts course at one of three grade levels. The decision on grade-level placement would be based on teacher recommendations and the approval of the parent

A sample of an identified student's program through four years of high school is diagrammed in figure 8 on page 122.

It is this writer's opinion that the mainstreaming process will become more meaningful once the articulation program is institutionalized. As more cluster teams are trained and developed each year, the pool of teachers of elective courses will increase. In a comprehensive high school teachers who are able to function in a cluster will also have additional teaching assignments in the form of required and elective courses. As this number increases, the program scheduler will have greater flexibility in scheduling identified students in a wide range of courses taught by teachers experienced in the articulation program concept. Only then will the mainstreaming process be most effective. This aspect of the mainstreaming process will be developed in the set of recommendations found in Chapter IX.

PER.	PHASE I GRADE-NINE CLUSTER	PHASE II GRADE-TEN CLUSTER	GRADE ELEVEN	GRADE TWELVE
1.	*MATHEMATICS	TYPING I	STUDY	STUDY
2.	*SCIENCE	PHYSICAL EDUCATION	READING LAB.	READING LAB.
3.	*ENGLISH	*ENGLISH	*ENGLISH	*ENGLISH 12-2 or 12-3
4.	*SOCIAL STUDIES	*SOCIAL STUDIES	*SOCIAL STUDIES	ART FOUNDATIONS
5.	*PHYSICAL EDUCATION/ HEALTH	*MATHEMATICS	BUSINESS MATHEMATICS	*PHYSICAL EDUCATION
6.	HOME ECONOMICS	INDEPENDENT STUDY	PHYSICAL EDUCATION	REMEDIAL RECORD KEEPING
7.	STUDY	STUDY	C.W.E. WORK/STUDY RELEASE	C.W.E. WORK/STUDY RELEASE

* Required courses for graduation.

Figure 8. Sample Four-Year Program Schedule for an Identified Student Not Fully Mainstreamed After Completion of Phase II

Program Highlights - Phase II

As the practicum drew to a close, this writer and the team were able to review a number of highlights that occurred during the second phase of the articulation program:

1. Five students were partially mainstreamed into the more advanced mathematics component of the master schedule. As of this writing the five students were receiving passing grades in algebra 1-A

2. Near the end of the second marking period of phase II, two students were accepted into trade schools; one of the students entered Wright Technical School in Stamford, Connecticut to pursue a specific industrial trade; the other student moved out of the state with his parents. Both students had indicated personal intentions of pursuing specific trades in the questionnaire administered prior to the practicum's completion

3. One student who had dropped out of the program temporarily returned to the cluster voluntarily with the consent of his parents and the cluster team

4. Two students who failed during phase I of the program were retained in the ninth grade and sought permission with their parents to remain in the articulation program. This request was approved

5. As of this writing the central staff approved a budget request for additional workshops to be held during the summer months. The workshops would be conducted by this writer and the cluster leader for the purpose of training additional personnel for the articulation model

6. A mathematics teacher, certified in elementary education, was hired permanently for the articulation program

7. Three students were admitted to the second ninth-grade cluster. These students were screened by the placement and planning team and the cluster leader. They filled the vacancies created by identified students who moved out of the district. This procedure followed the team's recommendation that would allow students to transfer from the regular school program into the articulation model by mid-year

8. There was increased support of the program by the department heads representing the four academic areas; funds, supplies, and personal assistance,became readily available. For this reason the cluster team and the department heads agreed that the articulation program could be incorporated in the budgets of the four departments. Thus, there would be no additional costs for the articulation program with respect to supplies, books, and instructional equipment

9. There was greater evidence that the cluster team was working closely with the school's special-services personnel. It was obvious that the special-services department was lending its support to the articulation program; students who had personal problems were referred by the team to the special-services department where immediate action was taken to assist the identified students

These developments would enable the program to operate smoothly for the remainder of the year. Hopefully, these results would contribute to an efficient operation of the program once it was institutionalized. The institutionization process is discussed in greater detail in Chapter IX of this report.

CHAPTER VIII

EVALUATING THE EFFECTIVENESS OF THE ARTICULATION MODEL FOR IDENTIFIED FRESHMEN WITH SCHOOL ADJUSTMENT PROBLEMS

The design and implementation of the articulation program involved a number of professional members of the Rippowam High School staff. In order to measure the effectiveness of the program, it was necessary to involve these individuals in the evaluation process. Data on each of the seventeen program objectives were received from the following members of the staff: the cluster leader, members of the cluster staff, head counselor, housemaster in charge of student attendance and discipline, the career associate, the school psychologist, and the housemaster in charge of programming. In this chapter the evaluation process followed a consistent format:

1. The program objective was restated
2. The evaluation process was identified
3. An analysis of the results was outlined
4. Data were arranged in tabular form on charts designed by this writer

Each identified student was given an identification number in order to protect the individual's identity. These identification numbers are consistent throughout the entire evaluation process.

General Observations

In 1977 this writer designed the articulation model with the intent of meeting specific student needs. The implementation of the articulation program took place in September 1977 when the identified students entered the building as members of the freshman class. As of this writing (February 1978) these students are sophomores and are completing the second phase of the articulation program. During this time-period many unforeseen circumstances arose, including enrollment changes in the cluster. In order for the reader to understand the analysis of the results with respect to each program objective, it is necessary that information regarding specific enrollment changes be outlined at this time. Specifically, the following students effected the change in the overall membership of the group during phase I and phase II of the program:

1. The original membership of the cluster included forty-eight identified students that were selected by the feeding middle-school administration

2. Early during phase I six students (identification numbers 1, 9, 33, 36, 38, 44) were dropped from the program because they moved out of the district. This reduced the membership total to forty-two students

3. At the start of phase II, five students (identification numbers 32, 12, 19, 24, 39) were partially mainstreamed into a high-level mathematics program at the recommendation of the cluster team. However, these students were carried on the membership charts, since they were still enrolled in the cluster model

4. At the beginning of the second phase of the program two students (identification numbers 7, 44) were retained in the grade-nine cluster because they received failing grades. However, these students were carried on the evaluation charts in order to determine their success in specific program objectives

5. At the start of the second marking period during phase II of the program one student (identification number 18) was placed on home instruction temporarily for personal reasons. The student was scheduled to return to the program during the school year. This individual was carried on the evaluation charts in order to measure her achievement with respect to specific program objectives

6. At the practicum's completion two students (identification numbers 11, 14) were accepted into trade schools to pursue specific occupational careers. One student with the assistance of the head counselor, was accepted into Wright Technical School in Stamford, Connecticut and the second student was transferred to a school outside Stamford, Connecticut. Both students were carried on the evaluation charts since they had completed both phases of the program

Because there were changes in the group's membership during both phases of the program, this writer has attempted to specify in each program objective evaluation why measurement results for certain students were not available. With the information presented above and with the evaluation format that follows in this chapter, it is hoped that the evaluation process and the program results are meaningful and clear to the reader.

Program Objectives-Cognitive Domain

Objective 1. Given the final grade average of each student prior to entering the program, 50 percent of the identified cluster members will increase their overall academic average in a range of .5-1.00 quality points prior to the end of the practicum.

The head counselor produced individual progress charts for each member of the cluster. Following each ten-week period during the program, overall cluster grade averages and cluster subject grades were recorded. Reports for the entire cluster and for each individual were produced. Individual conferences with each cluster student were conducted by the head counselor to review these reports. A summary report was filed with this writer by the head counselor.

In order to be consistent in comparing the student's middle-school academic average with his/her academic average in the cluster prior to the practicum's end, the following quality-point system was used for all grades:

A+ = 4.3	C+ = 2.3
A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = .7
	F = 0

The data received from the head counselor appear in table 3 on page 131.

An analysis of these results appears below:

1. Forty-two students' grade averages were analyzed. This analysis included the grades of the two students retained in the ninth-grade cluster and the student on home instruction for one marking period

2. Nineteen students (45 percent of the group) increased their overall academic average by a minimum of five-tenths of a quality point

3. Twenty-four students showed some improvement in their quality-point average

4. Seven students maintained the same academic average

5. Eleven students showed a decrease in their academic average

6. Three students maintained a failing academic average by the close of the practicum

The objective fell short of the target by five percentage points.

TABLE 3

OBJECTIVE C-1 ACADEMIC AVERAGE

NAME	MIDDLE SCHOOL ACADEMIC GRADE AVERAGE		HIGH SCHOOL CLUSTER GRADE AVERAGE		NET CHANGE	OBJECT ACHIEVED
	GRADE	QUALITY POINT	GRADE	QUALITY POINT		
1	B-	2.7	-	-	-	-
2	C-	1.7	D	1.0	- .7	No
3	C	2.0	B-	2.7	+ .7	Yes
4	C	2.0	C	2.0	0	No
5	D+	1.3	C	2.0	+ .7	Yes
6	B-	2.7	B	3.0	+ .3	No
7	C	2.0	F	0.0	-2.0	No
8	C	2.0	C-	1.7	- .3	No
9	C	2.0	-	-	-	-
10	C+	2.3	B+	3.3	+1.0	Yes
11	C	2.0	B+	3.3	+1.3	Yes
12	C	2.0	B	3.0	+1.0	Yes
13	C	2.0	B+	3.3	+1.3	Yes
14	D-	.7	B	3.0	+2.3	Yes
15	C+	2.3	A	4.0	+1.7	Yes
16	C	2.0	C+	2.3	+ .3	No
17	C+	2.3	C+	2.3	0	No
18	C+	2.3	C+	2.3	0	No
19	C	2.0	B	3.0	+1.0	Yes
20	C+	2.3	C	2.0	- .3	No
21	D	1.3	C+	2.3	+1.0	Yes
22	B	3.0	B-	2.7	- .3	No
23	C	2.0	D	1.0	-1.0	No
24	B	3.0	A	4.0	+1.0	Yes
25	B-	2.7	B	3.0	+ .3	No
26	C-	1.7	A	4.0	+2.3	Yes
27	C+	2.3	B	3.0	+ .7	Yes
28	B	3.0	B+	3.3	+ .3	No
29	D+	1.3	D+	1.3	0	No
30	C	2.0	C-	1.7	- .3	No
31	C	2.0	C+	2.3	+ .3	No
32	C	2.0	C	2.0	0	No
33	C-	1.7	-	-	-	-
34	D	1.0	I	1.0	0	No
35	D	1.0	C+	2.3	+1.3	Yes
36	C	2.0	-	-	-	-
37	C+	2.3	D	1.0	-1.3	No
38	D	1.0	-	-	-	-
39	C	2.0	B	3.0	+1.0	Yes
40	C	2.0	-	-	-	-
41	C+	2.3	C+	2.3	0	No
42	C	2.0	F	0.0	-2.0	No
43	D+	1.3	B-	2.7	+1.4	Yes
44	C+	2.3	F	0.0	-2.3	No
45	D	1.0	C+	2.3	+1.3	Yes
46	C	2.0	B-	2.7	+ .7	Yes
47	C	2.0	B-	2.7	+ .7	Yes
48	B	3.0	B-	2.7	- .3	No

Objective 2. Based on pre and post reading tests to be given respectively prior to the start of the program and at the practicum's end, 50 percent of the identified cluster members will improve their grade-level reading scores by a minimum of twelve months.

Prior to the end of the practicum the Iowa Basic Skills Test was administered to the entire group. A chart was produced comparing grade-level scores of identified students at the time of entry into the program with the newly acquired scores. The results of the pre-tests and post-tests appear in table 4 on page 134.

An analysis of these results appear below:

1. Forty-eight pre-test results were recorded

2. Thirty-nine post-test results were recorded. This number included the two students who were retained in the ninth-grade cluster and who were tested separately. Not included in this number was one student who was put on home instruction at the beginning of the second marking period and two students who were in the process of being transferred to trade schools for a trial period at the time the post-test was given

3. Twenty-two students increased their reading scores by a minimum of twelve months; this represented 56 percent of the thirty-nine post-test scores

4. Thirty-one students (80 percent of the group) increased their reading scores by a minimum of six months

5. With the exception of three individuals all other students in the group recorded some increase in their reading scores

The objective was barely achieved. However, it was the opinion of this writer and the cluster leader that the addition of the reading specialist to the ninth-grade cluster would place more emphasis on the improvement of reading skills; the full-time specialist would provide more individualized instruction to those students in need of this skill development.

TABLE 4

OBJECTIVE C-2 GRADE-LEVEL READING SCORES

NAME	PRE-TEST	DATE	POST-TEST	DATE	NET CHANGE
1	4.0	4/77	-	1/79	-
2	4.7	4/77	5.4	1/79	+ .7
3	5.5	4/77	6.6	1/79	+1.1
4	5.5	4/77	6.0	1/79	+ .5
5	5.1	4/77	5.9	1/79	+ .8
6	5.1	4/77	6.5	1/79	+1.4
7	3.8	4/77	4.0	1/79	+ .2
8	5.1	4/77	6.4	1/79	+1.3
9	5.1	4/77	-	1/79	-
10	3.5	4/77	5.0	1/79	+1.5
11	4.6	4/77	-	1/79	-
12	4.0	4/77	5.1	1/79	+1.1
13	4.0	4/77	6.8	1/79	+2.8
14	5.1	4/77	-	1/79	-
15	5.3	4/77	6.5	1/79	+1.2
16	4.4	4/77	4.5	1/79	+ .1
17	4.9	4/77	4.4	1/79	- .5
18	4.7	4/77	Home	1/79	Instruction
19	3.7	4/77	5.0	1/79	+1.3
20	4.4	4/77	5.2	1/79	+ .8
21	4.9	4/77	4.8	1/79	- .1
22	4.0	4/77	5.4	1.79	+1.4
23	4.1	4/77	4.4	1/79	+ .3
24	4.6	4/77	5.8	1/79	+1.2
25	5.9	4/77	7.0	1/79	+1.1
26	4.7	4/77	6.1	1/79	+1.4
27	3.4	4/77	4.4	1/79	+1.0
28	5.1	4/77	6.1	1/79	+1.0
29	4.7	4/77	5.6	1/79	+ .9
30	4.4	4/77	4.9	1/79	+ .5
31	3.0	4/77	4.2	1/79	+1.2
32	5.3	4/77	6.6	1/79	+1.3
33	5.3	4/77	-	1/79	-
34	4.2	4/77	4.3	1/79	+ .1
35	4.0	4/77	4.7	1/79	+ .7
36	4.6	4/77	-	1/79	-
37	4.7	4/77	5.0	1/79	+ .3
38	3.7	4/77	-	1/79	-
39	5.2	4/77	6.4	1/79	+1.2
40	3.7	4/77	-	1/79	-
41	4.0	4/77	4.6	1/79	+ .6
42	4.0	4/77	3.8	1/79	- .2
43	3.2	4/77	4.5	1/79	+1.3
44	3.7	4/77	4.1	1/79	+ .4
45	3.7	4/77	4.9	1/79	+1.2
46	5.1	4/77	7.0	1/79	+1.9
47	4.4	4/77	6.4	1/79	+1.0
48	4.9	4/77	6.1	1/79	+1.2

Objective 3. Based on pre and post mathematics tests to be given respectively prior to the start of the program and at the practicum's end, 50 percent of the identified cluster members will improve their grade-level mathematics scores by a minimum of twelve months.

Prior to the end of the practicum the Iowa Basic Skills Test was administered to the entire group. A chart was produced comparing grade-level scores of identified students at the time of entry into the program with the newly acquired scores. The results of the pre-tests and post-tests appear in table 5 on page 137.

An analysis of these results appear below:

1. For the same reasons cited in the evaluation of the previous program objective, thirty-nine mathematics post-test scores were recorded

2. Eighteen students (46 percent of the group) increased their mathematics scores by a minimum of twelve months

3. Thirty-one students (80 percent of the group) increased their mathematics scores by a minimum of six months

4. With the exception of four individuals all other students in the group recorded some increase in their mathematics scores

Having compared the post-test scores in reading and mathematics, this writer made the following conclusions:

1. Fifteen students (38 percent of the group) increased both their reading and mathematics scores by a minimum of twelve months

2. Twenty-five students (64 percent of the group) increased either their mathematics scores or their reading scores by a minimum of twelve months

The achievement of this objective fell short of the projected target by 4 percent. As mentioned earlier in the report, the cluster team lost its mathematics teacher during phase II of the program. It took time plus two teacher replacements before an approved candidate was selected permanently to fill the mathematics vacancy in the articulation model. The candidate who was selected was certified in elementary education; he brought to the cluster experience and methodology that would be an asset to the mathematics component of the program. This individual with elementary-school experience and certification would become a member of the new ninth-grade cluster for the following year.

TABLE 5

OBJECTIVE C-3 GRADE-LEVEL MATHEMATICS SCORES

NAME	PRE-TEST	DATE	POST-TEST	DATE	NET CHANGE
1	3.3	4/77	-	1/79	-
2	3.5	4/77	4.1	1/79	+ .6
3	4.6	4/77	5.5	1/79	+ .9
4	4.2	4/77	4.8	1/79	+ .6
5	3.4	4/77	4.0	1/79	+ .6
6	4.8	4/77	5.9	1/79	+1.1
7	4.8	4/77	5.3	1/79	+ .5
8	3.9	4/77	4.8	1/79	+ .9
9	4.8	4/77	-	1/79	-
10	4.1	4/77	5.4	1/79	+1.3
11	6.4	4/77	-	1/79	-
12	3.2	4/77	5.1	1/79	+1.9
13	3.9	4/77	5.2	1/79	+1.3
14	4.2	4/77	-	1/79	-
15	3.9	4/77	5.1	1/79	+1.2
16	5.7	4/77	6.1	1/79	+ .4
17	3.8	4/77	4.1	1/79	.3
18	4.1	4/77	Home	1/79	Instruction
19	4.0	4/77	5.4	1/79	+1.4
20	4.5	4/77	5.3	1/79	+ .8
21	4.6	4/77	4.8	1/79	+ .2
22	4.4	4/77	5.9	1/79	+1.5
23	4.4	4/77	5.7	1/79	+1.3
24	4.8	4/77	6.4	1/79	+1.6
25	4.9	4/77	5.8	1/79	+ .9
26	3.9	4/77	5.0	1/79	+1.1
27	5.0	4/77	5.9	1/79	+ .9
28	5.0	4/77	6.2	1/79	+1.2
29	3.4	4/77	4.1	1/79	+ .7
30	4.4	4/77	4.4	1/79	0
31	4.2	4/77	4.0	1/79	- .2
32	4.0	4/77	5.2	1/79	+1.2
33	5.0	4/77	-	1/79	-
34	4.6	4/77	4.3	1/79	- .3
35	4.3	4/77	5.5	1/79	+1.2
36	4.4	4/77	-	1/79	-
37	4.0	4/77	4.8	1/79	+ .8
38	3.3	4/77	-	1/79	-
39	5.0	4/77	6.6	1/79	+1.6
40	4.2	4/77	-	1/79	-
41	3.3	4/77	4.3	1/79	+1.0
42	2.8	4/77	3.2	1/79	+ .4
43	4.8	4/77	5.6	1/79	+ .8
44	5.6	4/77	5.5	1/79	- .1
45	4.2	4/77	5.4	1/79	+1.2
46	4.2	4/77	6.0	1/79	+1.8
47	4.4	4/77	5.9	1/79	+1.5
48	4.1	4/77	5.0	1/79	+ .9

Objective 4. Each member of the cluster will select a minimum of one elective interest course outside of the cluster during each year of the program. Seventy-five percent of these students will receive from teachers of these electives favorable progress reports relative to achievement, attendance, and behavior, at the end of the first year of the program and at the end of the practicum.

A personal student file was maintained by the cluster team leader. The counselor was responsible for enrolling each student in an elective course and receiving ten-week progress reports from each teacher. The progress report indicated an achievement grade, data on class attendance, and comments on student behavior in class.

The head counselor filed with this writer a summary report of each student's progress in elective courses during both phases of the program. This information appears in table 6 on page 141. An analysis of this report appears below:

1. During phase I of the program forty-two students were enrolled in a minimum of one elective course
2. Thirty-six students (83 percent of the group) received passing grades in these courses

3. Thirty-one students (74 percent of the group) received average to excellent ratings in class attendance

4. Thirty-four students (81 percent of the group) received average to excellent ratings in classroom behavior

5. Thirty-three students (79 percent of the group) received favorable overall ratings from their teachers. The objective was achieved

The summary report for phase II of the program included student evaluations as of the mid-year grading period or the completion of the practicum. Included in this summary are reports for the two students who were retained in the ninth-grade cluster, but were required to enroll in a minimum of one elective course. Not included in this summary is one student who was placed on home instruction temporarily during the second marking period. An analysis of this report appears below:

1. During phase II of the program, forty-one students received teacher evaluations for work completed in a minimum of one elective course

2. Thirty-eight students (93 percent of the group) received passing grades in these courses

3. Thirty students (73 percent of the group) received average to excellent ratings in class attendance

4. Thirty-nine students (95 percent of the group) received average to excellent ratings in classroom behavior

5. Thirty students (73 percent of the group) received favorable overall ratings from their teachers. The objective fell short of the projected target by two percentage points

During phase I, 78 percent of the identified students achieved the program objective; 73 percent of the group achieved the objective during phase II of the program. Fourteen students improved their overall ratings from phase I to phase II. Eight students received lower overall ratings in phase II of the program than they received in phase I of the program. The program objective was achieved.

TABLE 6

OBJECTIVE C-4 ELECTIVE INTEREST COURSE

NAME	COURSE TITLE Phase I	Phase II	GRADE P I	P II	ATTENDANCE P I	P II	BEHAVIOR P I	P II	OVERALL RATING P I	P II
1	-	-	-	-	-	-	-	-	-	-
2	Ind.Art	G.Bio	F	D	Poor	Poor	Poor	Avg.	Poor	Poor
3	Type I	Record K.	D	D	Good	Good	Poor	Avg.	Poor	Avg.
4	Ind.Art	Amer.Food	D	C	Good	Good	Avg.	Good	Avg.	Good
5	Home Ec.	Record K.	D	D	Poor	Poor	Poor	Poor	Poor	Poor
6	Ind.Art	Art Lab	F	D	Poor	Poor	Avg.	Avg.	Poor	Poor
7	Art Lab	Record K.	F	D	Poor	Poor	Poor	Avg.	Poor	Poor
8	Home Ec.	Foods 2	C	B	Good	Good	Poor	Good	Avg.	Good
9	-	-	-	-	-	-	-	-	-	-
10	Rem.Read	Record K.	C	B	Avg.	Avg.	Ex.	Ex.	Avg.	Good
11	Ind.Art	G.Bio.	B	B	Good	Good	Good	Ex.	Good	Good
12	Type I	Foods 2	D	C	Good	Good	Ex.	Ex.	Avg.	Good
13	Ind.Art	Type I	B	C	Good	Good	Ex.	Ex.	Good	Good
14	Ind.Art	Type I	A	C	Avg.	Good	Ex.	Ex.	Ex.	Good
15	Rem.Read.	Wood 2	B	B	Good	Good	Good	Good	Good	Good
16	ArtFound.	Ind.Art	B	C	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
17	Type I	Rem.Read.	D	C	Poor	Avg.	Ex.	Ex.	Poor	Avg.
18	Home Ec.	Record K.	C	-	Good	-	Poor	-	Avg.	-
19	Ind.Art	Type I	C	C	Ex.	Ex.	Ex.	Ex.	Good	Good
20	Ind.Art	Wood 2	B	B	Avg.	Avg.	Good	Good	Good	Good
21	Rem.Read.	Rem.Read.	B	B	Poor	Avg.	Ex.	Good	Avg.	Good
22	Type I	Foods 2	D	B	Good	Good	Good	Ex.	Avg.	Good
23	Rem.Read.	ArtFound.	C	C	Good	Good	Poor	Good	Avg.	Good
24	SpanishI	Draft.I	A	B	Good	Ex.	Ex.	Ex.	Ex.	Good
25	Draft.I	Bus.Fund.	B	C	Good	Good	Ex.	Ex.	Good	Good
26	Draft.1	Metal 2	C	C	Good	Good	Ex.	Ex.	Good	Good
27	Home Ec.	Sewing I	D	D	Avg.	Good	Avg.	Avg.	Avg.	Avg.
28	SpanishI	Draw.I	B	C	Avg.	Avg.	Good	Good	Good	Good
29	Ind.Art	ArtFound.	D	C	Avg.	Good	Avg.	Good	Avg.	Good
30	ArtFound.	Wood 2	C	F	Avg.	Poor	Good	Avg.	Avg.	Poor
31	Rem.Read.	Ind.Art	C	D	Ex.	Poor	Good	Good	Good	Poor
32	Ind.Art	Art Lab	A	B	Good	Ex.	Ex.	Ex.	Ex.	Ex.
33	-	-	-	-	-	-	-	-	-	-
34	Rem.Read	Bus.Fund.	C	F	Poor	Poor	Avg.	Poor	Avg.	Poor
35	ArtFound.	Rem.Read	B	C	Good	Good	Good	Good	Good	Good
36	-	-	-	-	-	-	-	-	-	-
37	Rem.Read	G.Bio.	D	D	Poor	Poor	Good	Avg.	Poor	Poor
38	-	-	-	-	-	-	-	-	-	-
39	Band	G.Bio.	A	B	Avg.	Avg.	Ex.	Ex.	Ex.	Avg.
40	-	-	-	-	-	-	-	-	-	-
41	ArtFound.	Draw I	C	C	Ex.	Ex.	Avg.	Good	Avg.	Good
42	Type I	Record K.	F	F	Poor	Poor	Avg.	Avg.	Poor	Poor
43	ArtFound.	Paint.I	C	D	Good	Poor	Avg.	Avg.	Avg.	Poor
44	Choral	Type I	F	D	Poor	Avg.	Poor	Avg.	Poor	Avg.
45	Home Ec.	Foods 2	C-	D	Avg.	Poor	Ex.	Good	Avg.	Poor
46	Ind.Art	G.Bio.	D	C	Good	Ex.	Avg.	Good	Avg.	Good
47	Rem.Read	Record K.	C	C	Poor	Poor	Ex.	Ex.	Avg.	Avg.
48	Rem.Read	Record K.	C	B	Avg.	Avg.	Good	Ex.	Avg.	Good

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Attendance:
Behavior:
Rating:

Excellent, Good, Average, Poor

Objective 5. Seventy-five percent of the cluster members will improve their decision-making skills by successfully completing the decision-making component of the cluster model prior to the end of the practicum.

Using the College Entrance Examination Board's decision-making materials adopted for use in this component of the model, the head counselor maintained a file for each student on this subject matter. Pre-tests and post-tests were administered by the head counselor and the results were recorded. The student's written assignments were evaluated by the head counselor and each individual received a final grade for the decision-making unit of instruction. The pre-test that appears in the curriculum guide was administered by the head counselor. The results appear below:

1. Forty-two students were given the pre-test
2. Four students were able to give a good definition of a decision
3. Twelve students were able to list five decisions that they made during the morning; all students were able to list two important decisions that they made during the morning

4. Nineteen students were able to identify good reasons for making two important decisions during the morning

5. Only the four students who gave a good definition of a decision were able to give a reasonable definition of a value

The post-test that appears in the curriculum guide was given by the head counselor to the students prior to the end of the practicum. The results of the post-test appears below:

1. Forty students were given the post-test (two students were retained in the ninth-grade cluster and one student was given the test by the home instructor)

2. Forty students were able to write a reasonable definition of a decision

3. Forty students were able to give reasonable to good examples of two important decisions they made during the past year. One-half of the examples cited included tenth-grade course selections and changes in individual program schedules.

4. Thirty-one students wrote average to good definitions on values; nine students did not define the concept. Every student listed a minimum of one personal value; nine students listed finances as examples of values

Based on materials covered in the decision-making unit of instruction that appears in the curriculum guide and the results of the post-test, the head counselor

provided this writer with an overall rating of each student with respect to acheivement in the decision-making component of the cluster model. The ratings are shown on table 7 on page 145. An analysis of the results appears below:

1. Forty-two students were given grades for this unit of instruction; two students who failed this unit were retained in the ninth-grade cluster

2. Forty students (95 percent of the group) were given a passing grade for this unit of instruction

3. Thirty-seven students (88 percent of the group) received average to above-average grades

4. Thirty-three students (79 percent of the group) received above-average grades

The objective was achieved. It is this writer's opinion that two factors contributed to the high rate of student success with respect to this program objective:

1. The decision-making unit of instruction taught by the head counselor was the most popular curriculum component according to the identified students

2. The decision-making component was integrated and stressed in each unit of instruction that appears in the curriculum guide

TABLE 7

OBJECTIVE C-5 DECISION-MAKING SKILLS

NAME		PRE-TEST	POST-TEST	NET CHANGE	OVERALL RATING
1		-	-	-	-
2		D	C	+1.0	C
3		B	A	+1.0	A
4		C	C	.0	B
5		C	B	+1.0	A
6		C	B	+1.0	B
7	Retained Grade 9	D	-	-	F
8		B	A	+2.0	A
9		-	-	-	-
10		C	B	+1.0	A
11		F	D	+1.0	D
12		C	A	+2.0	A
13		D	B	+2.0	A
14		D	C	+1.0	C
15		C	A	+2.0	A
16		C	C	.0	B
17		C	A	+2.0	A
18		C	D	-1.0	D
19		C	A	+2.0	A
20		D	D	.0	D
21		B	A	+1.0	A
22		C	B	+1.0	A
23		D	C	+1.0	B
24		D	B	+2.0	A
25		D	B	+2.0	A
26		C	A	+2.0	A
27		C	B	+1.0	A
28		B	B	.0	A
29		D	A	+3.0	A
30		C	A	+2.0	A
31		C	C	.0	B
32		C	B	+1.0	A
33		-	-	-	-
34		C	B	+1.0	A
35		C	D	-1.0	C
36		-	-	-	-
37		D	B	+2.0	A
38		-	-	-	-
39		D	C	1.0	B
40		-	-	-	-
41		D	D	.0	C
42		D	B	+2.0	A
43		D	A	+3.0	A
44	Retained Grade 9	D	-	-	F
45		D	B	+2.0	A
46		D	B	+2.0	A
47		C	A	+2.0	A
48		D	B	+2.0	A

Objective 6. Making use of pre-tests and post-tests, 75 percent of the clustermembers will be able to successfully identify, prior to the end of the practicum, half of the fifteen career clusters and the requirements for at least three job-interest areas.

At the beginning of the program the career associate administered a written pre-test on career awareness, which appears in the career unit of instruction of the curriculum guide (appendix H), and administered it again prior to the end of the practicum. Based on materials studied in the cluster units of instruction, the student was asked to list the various career clusters identified by the United States Government and three job-interest areas with their respective job-entry requirements.

The results of the pre-test were as follows:

1. The remaining forty-two students were given the pre-test
2. No student could identify one-half of the fifteen career clusters
3. Every student was able to list a minimum of three job-interest areas; no student listed more than five job-interest areas
4. No student was able to identify total requirements for three job-interest areas

The results of the post-test appear in table 8 on page 149. An analysis of the results appear below:

1. Forty students were given the post-test (two students were retained in the ninth-grade cluster and one student was given the test while on home instruction)

2. Twenty-four students (60 percent of the group) identified at least one-half of the fifteen career clusters; 78 percent of the students identified at least one-third of the fifteen career clusters

3. Every student was able to list a minimum of three job-interest areas

4. Thirty-two students (80 percent of the group) identified requirements for a minimum of three job-interest areas; only one student was unable to identify any requirements for at least one job-interest area

There were three components to this program objective. The first component, which related to the identification of fifteen career clusters, fell 15 percent short of the target established by this writer. A number of the career clusters were not practical career goals for many identified students. A realistic target for this component of the career objective would have been the identification of one-third of the fifteen career clusters. The two remaining components of this program objective,

including the identification of three job-interest areas and their respective job-entry requirements, were achieved. It is this writer's opinion that two conditions contributed to student success in these areas.

1. The unit of instruction on career awareness taught by the career associate was the second most popular unit according to the identified students

2. The career awareness component was integrated with each unit of instruction as outlined in the curriculum grade (appendix H). Thus, there was continual emphasis on this curriculum component throughout the entire program

TABLE 8

OBJECTIVE C-6 CAREER CLUSTERS

NAME	NO. OF CLUSTERS IDENTIFIED	NO. OF JOB-INTEREST AREAS LISTED	NO. OF AREAS IDENTIFIED WITH LISTED REQUIREMENTS	OBJECTIVE ACHIEVED	
	A	B	C	A	C
1	-	-	-	-	-
2	5	7	3	No	Yes
3	7	10	3	Yes	Yes
4	7	6	3	Yes	Yes
5	4	5	0	No	No
6	8	10	4	Yes	Yes
7	Retained Gr.9	-	-	-	-
8	9	12	5	Yes	Yes
9	-	-	-	-	-
10	3	5	3	No	Yes
11	8	13	4	Yes	Yes
12	9	12	3	Yes	Yes
13	10	13	4	Yes	Yes
14	8	10	5	Yes	Yes
15	9	11	3	Yes	Yes
16	5	7	4	No	Yes
17	7	9	3	Yes	Yes
18	1	4	1	No	No
19	10	14	5	Yes	Yes
20	6	8	1	No	No
21	5	7	3	No	Yes
22	9	6	4	Yes	Yes
23	1	5	1	No	No
24	10	12	4	Yes	Yes
25	9	10	3	Yes	Yes
26	7	9	2	Yes	No
27	8	9	5	Yes	Yes
28	6	9	3	No	Yes
29	7	7	1	Yes	No
30	7	8	3	Yes	Yes
31	9	11	4	Yes	Yes
32	9	12	5	Yes	Yes
33	-	-	-	-	-
34	2	5	3	No	Yes
35	3	6	3	No	Yes
36	-	-	-	-	-
37	4	5	3	No	Yes
38	-	-	-	-	-
39	12	15	5	Yes	Yes
40	-	-	-	-	-
41	4	6	2	No	No
42	1	4	3	No	Yes
43	8	9	4	Yes	Yes
44	Retained Gr.9	-	-	-	-
45	7	8	2	Yes	No
46	8	11	5	Yes	Yes
47	6	5	3	No	Yes
48	5	7	4	No	Yes

Objective 7. Given the development of a new curriculum guide embracing all four disciplines (language arts, science, mathematics, social studies) with post-tests assigned to each: 75 percent of the cluster members will successfully complete 50 percent of the required integrated instructional units scheduled up to the end of the practicum.

Included in the curriculum guide were sample evaluations for each unit of instruction. Individual records were maintained that demonstrated the student's progress in each study area. The cluster team leader in conjunction with the cluster team and the head counselor provided this writer with a summary report that indicated each student's record with respect to the units of instruction covered in class up to the end of the practicum. For the purpose of this report the following grading system was used in this program objective evaluation:

F = fail
P = pass
P+ = pass with commendation

Members of the professional team responsible for the instruction in the specific unit of instruction provided the necessary input for each student's grade. A complete summary of the group's achievement record in all units of instruction appears in table 9 on

page 153. An analysis of these results appears below:

1. Records for forty-two students were maintained during the evaluation; one student received no grade for one unit because he left the program temporarily; two students received no grades for the final two units, since they were retained in the ninth-grade cluster; one student received no grade for the final unit, since she was placed on home instruction temporarily

2. Thirty-nine students (93 percent of the group) passed a minimum of 50 percent of the required integrated units of instruction

3. Three students (7 percent of the group) failed to achieve the program objective

4. Twenty-one students (50 percent of the group) passed all units of instruction that were scheduled up to the end of the practicum

The program objective was achieved. It is important to note that while some students received poor to failing final grades in specific academic areas or in the cluster, they performed well in the integrated units. It is this writer's opinion that the close working relationship that existed between the professional team members was a major factor that contributed to the success of this program objective. The review of the literature in this report demonstrated the need

for recruiting teachers who could work together as a team and the need for developing relevant curriculum materials. These two criteria were needed in an articulation model if the program was to succeed. Both criteria were evident in this program; both criteria contributed to the success of the program objective.

TABLE 9

OBJECTIVE C-7 INSTRUCTIONAL UNITS OF LEARNING

NAME	1 DECISION MAKING	2 CAREER AWARENESS	3 HISTORY OF STAMFORD	4 LAW IN THE CITY	5 CREATIVE GROUP PROJECT	6 ECOLOGY & STAMFORD	7 MODERN WORLD HISTORY	8 CONTEMP. WORLD ISS.	9 CREATIVE UNIT	10 SMALL BUSINESS	11 SURVIVAL IN THE CITY	12	13	NO. UNITS COMPLETED	% UNITS COMPLETED	OBJECTIVE ACHIEVED
1	-	-	-	-	-	-	-	-						-	-	-
2	P	P	F	F	P	P	F	P						5	63	Yes
3	P+	P+	P	P	P	P	P	P						8	100	Yes
4	P	P	P	F	P	P	P	P						7	88	Yes
5	P+	F	P	P	F	P	P	P						6	75	Yes
6	P	P+	P+	P	P+	P	-	P						7	100	Yes
7	F	F	F	F	F	F	-	-						0	0	No
8	P+	P+	P	P	P	P	F	F						6	75	Yes
9	-	-	-	-	-	-	-	-						-	-	-
10	P+	P	P	P+	P+	P+	P+	P						8	100	Yes
11	P	P+	P	P+	P	P	P+	P						8	100	Yes
12	P+	P+	P	P	P	P	P	P+						8	100	Yes
13	P+	P+	P	P	P+	P+	P+	P						8	100	Yes
14	P	P+	P	P	P	P	P	P+						8	100	Yes
15	P+	P+	P	P+	P	P+	P	P+						8	100	Yes
16	P	P	P+	P	P	P	P	P						8	100	Yes
17	P+	P+	P	P	P	P	P	P						8	100	Yes
18	P	F	P	P+	P+	P	F	-						5	71	Yes
19	P+	P+	P	P	P	P	P+	P						8	100	Yes
20	P	F	P	P	P	P	P	P						7	88	Yes
21	P+	P	P	F	P	P	F	P+						6	75	Yes
22	P+	P	P+	P	P	P	P	P+						8	100	Yes
23	P	F	P	P	P	F	F	P						5	63	Yes
24	P+	P+	P	P+	P+	P+	P	P+						8	100	Yes
25	P+	P+	P	P	P	P	P	P+						8	100	Yes
26	P+	P	P	P+	P+	P+	P	P+						8	100	Yes
27	P+	P+	P	P	P	P	P	P+						8	100	Yes
28	P+	P	P+	P	P	P	P	P+						8	100	Yes
29	P+	P	F	F	P+	P+	F	P						5	63	Yes
30	P+	P	F	P	P	P	P+	F						6	75	Yes
31	P	P+	P	P	P	P	P	P						8	100	Yes
32	P+	P+	P	P	P	P	P	P						8	100	Yes
33	-	-	-	-	-	-	-	-						-	-	-
34	P+	P	P	P	F	F	P	F						5	63	Yes
35	P	P	F	F	P	P	P	P						6	75	Yes
36	-	-	-	-	-	-	-	-						-	-	-
37	P+	P	F	F	P	P	P	F						5	63	Yes
38	-	-	-	-	-	-	-	-						8	100	Yes
39	P	P+	P+	P	P	P	P+	P						8	100	Yes
40	-	-	-	-	-	-	-	-						-	-	-
41	P	F	P+	P	P	P	P	P						7	88	Yes
42	P+	P	F	P	F	F	F	F						3	38	No
43	P+	P	P	P	P+	P	P	P+						8	100	Yes
44	F	F	P	F	F	F	-	-						1	17	No
[redacted]	P+	P	P	F	P+	P	P	P						7	88	Yes
[redacted]	P+	P+	F	P+	P	P	P	P+						7	88	Yes
47	P+	P	F	P	P	P+	P	P+						7	88	Yes
48	P+	P	P	F	P	P+	P	P+						7	88	Yes

Program Objectives-Affective Domain

Objective 1. Cluster members will display favorable attitudes toward school by incurring a minimum of unexcused absenteeism from school. Based on previous middle-school attendance records of individual cluster members, 75 percent of the identified students will decrease their rate of absenteeism by 25 percent prior to the end of the practicum.

It is assumed that students who possess favorable attitudes toward school will tend to incur a minimum of absenteeism. The cluster leader received from the school attendance office daily attendance sheets for the entire group. Data included school absences and reasons for absences. Ten-week summary reports were made by the cluster leader. A final report was filed with this writer showing group and individual attendance data for both phases of the program compared to middle-school attendance records over a similar period of time for the cluster and each identified student. These results appear in table 10 on page 157. An analysis of these results appear below:

1. High-school attendance data for forty-two students were recorded for phase I and phase II of the program (this enrollment included the two students who were retained in the ninth-grade cluster and one student who was placed on home instruction at the beginning of the second marking period during the sophomore year)

2. Twenty-three students (55 percent of the group) decreased their absenteeism from school by a minimum rate of 25 percent

3. Six additional students maintained good to excellent attendance records, but failed to decrease their rate of absenteeism by the projected 25 percent

4. Twenty-nine students (70 percent of the group) either decreased their rate of absenteeism by 25 percent or maintained a good to excellent attendance record

5. Twenty-nine students (70 percent of the group) maintained a minimum 90 percent school-attendance rate for both phases of the program (the rate of attendance of the total school population was 90 percent)

Though the objective fell short of its target by 20 percent, the overall attendance profile of the group improved; 55 percent of the students achieved the objective; 15 percent of the students who fell short of the objective maintained good attendance records. This writer and the cluster team experienced some difficulties that hindered the full attainment of this objective:

1. Except for two obvious cases, it was difficult to determine when students were absent from school illegally. The term "unexcused absence" had many meanings to parents or guardians of students who were bused six miles to school each day. If one was able to reach a parent by phone (many parents worked), some type of excuse was offered for the child's absence from school

2. The school system experienced a great deal of problems with the contracted school bus company. Problems included: bus break-downs, late arriving buses, cancelled buses, and overcrowding. Thus, when a student missed a bus he/she might not appear in school for the entire day. At this writing (February 1979) the school board was investigating this disruptive situation with its attorney, However, it was obvious that some students took advantage of this situation

3. Included in the school absence figures are the days missed by students as a result of formal suspensions from school for disciplinary reasons

Finally, it should be noted that once students arrived at school they usually went to class where they maintained a good class-attendance record. This is explained in detail in the evaluation of the class-cutting program objective.

TABLE 10

OBJECTIVE A-1 STUDENT ABSENTEEISM FROM SCHOOL

NAME	MIDDLE SCHOOL GRADE 7 ABS	MIDDLE SCHOOL GRADE 8 ABS	ABS TOTAL	HIGH SCHOOL TEN WEEK SUMMARY 1	2	3	4	5	6	PHASE I - II TOTAL ABSENCE	NET CHANGE	OBJECTIVE ACHIEVED
1	15	6	21	-	-	-	-	-	-	-	-	-
2	30	19	49	11	5	6	9	1	1	33	-16	Yes
3	32	19	51	0	0	1	6	4	3	14	-37	Yes
4	7	2	9	3	3	2	1	1	0	10	+ 1	No
5	5	10	15	7	0	5	10	4	2	28	+13	No
6	3	0	3	1	0	0	3	0	0	4	+ 1	No
7	19	11	30	23	32	27	40	8	7	145	+115	No
8	30	11	41	1	5	5	5	5	2	23	-18	Yes
9	21	12	33	-	-	-	-	-	-	-	-	-
10	14	6	20	4	11	2	2	1	2	22	+ 2	No
11	20	11	31	7	3	3	3	1	3	20	-11	Yes
12	10	8	18	5	0	1	4	2	1	13	- 5	Yes
13	17	11	28	0	2	2	3	6	4	17	-11	Yes
14	19	11	30	5	7	4	2	1	2	21	- 9	Yes
15	8	0	8	2	4	1	2	0	0	9	+ 1	No
16	15	15	30	4	6	10	2	6	3	31	+ 1	No
17	20	5	25	2	13	9	5	6	5	40	+15	No
18	16	10	26	3	5	4	3	1	2	18	- 8	Yes
19	10	4	14	1	0	2	2	0	3	8	- 6	Yes
20	15	21	36	3	2	3	7	2	6	23	-13	Yes
21	11	7	18	2	4	11	12	9	10	48	+30	No
22	14	7	21	2	1	8	2	4	2	19	- 2	No
23	10	6	16	8	1	2	2	3	1	17	+ 1	No
24	21	3	24	1	5	3	2	1	3	15	- 9	Yes
25	5	10	15	0	3	5	2	0	0	10	- 5	Yes
26	10	12	22	0	9	5	1	1	1	17	- 5	Yes
27	4	5	9	4	5	7	2	1	4	23	+14	No
28	25	32	57	1	11	5	1	9	-	27	-30	Yes
29	10	17	27	3	2	2	7	3	2	19	- 8	Yes
30	18	20	38	8	4	4	7	3	2	28	-10	Yes
31	9	11	20	3	2	0	0	4	3	12	- 8	Yes
32	1	3	4	7	3	0	0	1	0	11	+ 7	No
33	4	5	9	-	-	-	-	-	-	-	-	-
34	42	33	75	0	5	9	13	23	8	58	-17	Yes
35	11	10	21	4	5	5	1	0	1	16	- 5	Yes
36	10	14	24	-	-	-	-	-	-	-	-	-
37	14	24	38	16	11	13	10	12	7	69	+31	No
38	6	3	9	-	-	-	-	-	-	-	-	-
39	21	15	36	5	2	9	1	8	2	27	- 9	Yes
40	41	35	76	-	-	-	-	-	-	-	-	-
41	5	3	8	0	0	1	0	1	2	4	- 4	Yes
42	21	10	31	6	10	13	9	27	8	73	-42	No
43	7	3	10	2	1	4	2	0	0	9	- 1	No
44	32	14	46	17	35	24	37	7	5	125	+79	No
45	9	6	15	2	2	8	6	18	4	40	+25	No
46	4	0	4	6	0	2	1	0	1	10	+ 6	No
47	31	27	58	8	8	7	5	10	4	42	-16	Yes
48	14	6	20	3	4	5	3	1	0	16	- 4	Yes

Objective 2. Cluster members will indicate acceptance of the school as a reasonable rule-making and rule-enforcing entity. During phase I of the program, 50 percent of the identified students will not incur more than four disciplinary referrals each for violation of established rules of conduct. During phase II and prior to the practicum's end 50 percent of the identified students from the same group will incur zero referrals to school authorities.

The evaluation was based on observation indicators utilizing records regarding students referred to the housemaster in charge of discipline. Referrals were based on violation of official school rules that were published in the Rippowam Student's Handbook. The observation is based on the hypothesis that pupils possessing favorable attitudes toward school will tend to accept the school rules and abide by them. Each day the housemaster provided to the cluster leader a School Conduct Record Form listing the names of cluster members referred to him by school personnel. Infractions were also noted. A summary sheet was compiled every ten weeks (a marking quarter) by the administration and filed with the cluster leader. These sheets were compiled into a summary report that appears as table 11 on page 161. An analysis of this report appears on page 159.

1. The discipline records of forty-two students were maintained during the entire program; this number included those students identified at the beginning of this chapter who left the cluster during the latter part of phase II of the program for specified reasons

2. Forty-one students (98 percent of the group) did not incur more than four disciplinary referrals each. Thus, part A of the program objective was achieved

3. Thirty-three students (78 percent of the group)incurred zero referrals to school authorities. Thus, part B of the program objective was achieved

4. Thirty-two students (76 percent of the group) achieved both parts of the program objective

It is this writer's opinion that the success achieved with respect to this program objective was caused by four factors:

1. The cluster leader worked closely with the administration, teachers of elective courses, the school's support services, and the parents of the identified students. Many problems were avoided because of quick intervention and support on the part of these individuals

2. The cluster team exhibited a great deal of patience and understanding with respect to student concerns

3. The cluster team had the ability and determination to resolve student problems in the classroom that in many cases are referred to the administration

4. The identified students spent more than one-half the school day with the cluster team. Thus, these students did not have to adjust to seven distinct teacher personalities within a seven-period day

TABLE II

OBJECTIVE A-2 STUDENT DISCIPLINARY REPORT

NAME	PHASE I					PHASE II			PROJECT TOTAL	OBJECTIVE ACHIEVED	
	1	2	3	4	TOTAL	1	2	TOTAL		A	B
1	-	-	-	-	-	-	-	-	-	-	-
2		1			1				1	Yes	Yes
3		2			2				2	Yes	Yes
4							1	1	1	Yes	No
5	1				1				1	Yes	Yes
6										Yes	Yes
7										Yes	Yes
8		1		1	2	1		1	3	Yes	No
9	-	-	-	-	-	-	-	-	-	-	-
10										Yes	Yes
11										Yes	Yes
12										Yes	Yes
13										Yes	Yes
14										Yes	Yes
15										Yes	Yes
16		1			1	2		2	3	Yes	No
17										Yes	Yes
18		1			1	1		1	2	Yes	No
19										Yes	Yes
20										Yes	Yes
21										Yes	Yes
22										Yes	Yes
23			1		1	1		1	2	Yes	No
24										Yes	Yes
25										Yes	Yes
26										Yes	Yes
27			1		1				1	Yes	Yes
28										Yes	Yes
29										Yes	Yes
30			1		1				1	Yes	Yes
31			1		1	1		1	2	Yes	No
32										Yes	Yes
33	-	-	-	-	-	-	-	-	-	-	-
34		1	1		2	1		1	3	Yes	No
35										Yes	Yes
36	-	-	-	-	-	-	-	-	-	-	-
37		1			1				1	Yes	Yes
38	-	-	-	-	-	-	-	-	-	-	-
39										Yes	Yes
40	-	-	-	-	-	-	-	-	-	-	-
41										Yes	Yes
42	3	1	3		7				7	No	Yes
43										Yes	Yes
44				1	1				1	Yes	Yes
45							2	2	2	Yes	No
46										Yes	Yes
47										Yes	Yes
48						2		2	2	Yes	No

Objective 3. Using statistics compiled during the past two years from similar group profiles of students (level "3") enrolled in the high school and the feeding middle school, suspensions from school for disciplinary reasons of cluster members will decrease by 50 percent prior to the end of the practicum.

A semi-annual report indicating the number of cluster members suspended from school was provided by the housemaster in charge of discipline to the cluster leader. Reasons for suspension were noted (rules governing student suspensions and due process are published by the Stamford Board of Education and distributed to all students in the district). An analysis was made comparing the number of cluster members suspended to the number of students suspended in similar group profiles during the past two years. Also, a comparison of total suspension cases was made between the cluster members during the two-year program and the suspension rate of their group profile while enrolled in the middle school.

At the end of practicum the housemaster in charge of attendance and discipline provided this writer with the following student-suspension figures:

1. During phase I ninety-nine "level 3" students completed their freshman year; forty-two students were members of the articulation model and fifty-seven students were enrolled in the regular 9-3 school program

2. During the 1977-78 school year (phase I of the program) 141 student suspensions were recorded; seventy-seven student suspensions were recorded in the "level 3" group across the four grades. Thus, the 50 percent suspension rate for the total "level 3" school population, which was documented prior to the start of the articulation program (appendix E), continued during the first year of the program

3. A total of fifty-three student suspensions were recorded in the freshman class. Forty-five "level 3" students were suspended from school (85 percent of the total ninth-grade student suspensions); two identified students were suspended from school during the same period of time (4.4 percent of the "level 3" suspensions and 3.8 percent of the total ninth-grade suspensions)

4. A comparison of student suspensions was made between similar group profiles and the identified group of students during phase I of the program. Two identified students of the remaining 42-member group received school suspensions (a 5 percent rate of student suspensions). This compared favorably with the other ninth-grade "level 3" students; namely, forty-three suspensions were recorded for a group of fifty-seven students (a 75 percent rate of student suspensions)

5. This low rate of student suspensions in the articulation model compared very favorably with the group's profile while these students were members of the feeding middle school; information received from the middle-school principal and reported in Chapter II indicated that more than 50 percent of the total student suspensions in the middle school were recorded in this group profile

Similar results occurred during phase II of the program. The following figures were extracted from the report filed by the housemaster in charge of student attendance and discipline:

1. During phase II eighty-three "level 3" sophomores were enrolled in the high school; forty-two students, including the two students retained in the ninth-grade cluster, were enrolled in the articulation model

2. A total of eighty-five high-school students were suspended from school (September 1978-January 1979)

3. Thirty-four tenth-graders received school suspensions

4. Thirty-one "level 3" tenth-graders received school suspensions. Included in this total were only six identified students enrolled in the articulation program

5. While "level 3" students in the four grades continued to account for more than 50 percent of the school suspensions, "level 3" sophomores accounted for 91 percent of the tenth-grade school suspensions during phase II of the program. However, the tenth-grade identified students accounted for 18 percent of the total tenth-grade suspensions and only seven percent of the total school suspensions

This program objective was achieved beyond this writer's expectations. Several reasons are offered for this success:

1. In a regular high-school program students move from class to class seven times each day. They meet seven teachers each of whom have different class management and teaching styles. Each teacher is concerned with his/her assigned schedule; different demands are made on each student seven times each day. In a cluster concept the four teachers operate as a team and are in tune with each student's abilities and personal problems. Teacher demands and expectations are consistent within the framework of the articulation program. Student problems that arise in one part of the program are resolved by the team so that they do not disrupt another part of the program during any time-period.

2. Most reasons cited for school suspensions were fighting and insubordination. As the program progressed, a group identity was established with students and teachers. Teachers became supporters of the identified students; students became working members of a small unit

3. Teachers in the articulation model committed themselves to working as a team. Each teacher was willing and able to understand student problems. Most important, the team was intent on resolving student problems immediately before such problems erupted into situations that could lead to student suspension

Table 12 on page 166 indicates the school suspensions that occurred in both phases of the articulation program.

TABLE 12

OBJECTIVE A-3 SCHOOL SUSPENSIONS

NAME	20 WEEKS 1	20 WEEKS 2	20 WEEKS 3	INFRACTION	PHASE I TOTAL	PHASE II TOTAL	PROJECT TOTAL	OBJECTIVE ACHIEVED
1								
2								Yes
3								Yes
4			1	Fighting		1	1	
5	1			Fighting	1		1	
6								Yes
7								Yes
8								Yes
9								
10								Yes
11								Yes
12								Yes
13								Yes
14								Yes
15								Yes
16			1	Insubord.		1	1	
17								Yes
18								Yes
19								Yes
20								Yes
21								Yes
22								Yes
23								Yes
24								Yes
25								Yes
26								Yes
27								Yes
28								Yes
29								Yes
30								Yes
31			1	Insubord.		1	1	
32								Yes
33								
34			1	Fighting		1	1	
35								Yes
36								
37								Yes
38								
39								Yes
40								
41								Yes
42			1	Truancy		1	1	
43								Yes
44								Yes
45			1	Fighting		1	1	
46								Yes
47								Yes
48		1		Threats	1		1	

Objective 4. Fifty percent of the cluster members will take advantage of the extra-curricular opportunities by becoming involved in a minimum of one school-sponsored activity program prior to the practicum's end. Seventy-five (75) percent of these members will receive favorable evaluations from the activity sponsors based on the student's active involvement in the activity, including attendance, participation, and working with peers.

The cluster members were given an orientation on the school's co-curricular program. Student leaders and activity sponsors met with the group. Cluster members were encouraged to become active participants in an activity. Activity sponsors provided a ten-week written evaluation of cluster members relative to their attendance at meetings, contribution toward projects, and relationship with peers. These ten-week reports were compiled by the head counselor. The program summary appears as table 13 on page 169. An analysis of this summary appears below:

1. The extra-curricular records of forty-two students were maintained during the life of the program; this number included those students identified at the beginning of this chapter who left the cluster during phase II of the program. Each student had sufficient time and ample opportunities to take advantage of this component of the school program.

2. Twenty-six students (62 percent of the group) became involved in a minimum of one school-sponsored activity program prior to the end of the practicum

3. Nineteen of these students (73 percent of the involved students) received overall ratings that ranged from "good" to "excellent"

4. Seven of these students (27 percent of the involved students) received overall ratings that ranged from "poor" to "fair"

Both parts of the program objective were achieved. However, it is important to note that thirteen of the activities listed took place during the school day; only 50 percent of the involved students took part in extra-curricular activities that were normally scheduled after school hours. It is this writer's opinion that the lack of total student involvement in school activities after school hours was caused by the following factors:

1. These students had to travel great distances by school bus; most of their parents worked and there was no other form of free transportation beyond certain hours

2. Many of these students had home and family responsibilities

3. Many of these students viewed the end of the last class as the end of a school day

Since three-fourths of the identified students became involved in school activities, it was evident that there was potential student interest in school activities, if more programs were scheduled during the school day.

TABLE 13

OBJECTIVE A-4 EXTRA CURRICULAR ACTIVITY

NAME	ACTIVITY	ATTENDANCE	CONTRIBUTION	PEER RELATIONSHIP	OVERALL RATING
1					
2					
3					
4	Basketball	Excellent	Good	Excellent	E
5					
6	Class Rep.	Fair	Fair	Good	F
7	Media Squad	Poor	Poor	Fair	P
8	Basketball	Excellent	Good	Excellent	E
9					
10	F.H.A.	Fair	Fair	Fair	F
11	Wrestling	Excellent	Excellent	Excellent	E
12	F.H.A.				
13	F.H.A.	Good	Good	Good	G
14	Wrestling	Excellent	Excellent	Excellent	E
15	Basketball	Excellent	Good	Good	G
16					
17	Office Squad	Fair	Fair	Fair	F
18	Class Rep.	Fair	Fair	Fair	F
19	Football	Excellent	Excellent	Excellent	D
20					
21	Leader's Group	Good	Good	Good	G
22	F.H.A.	Good	Good	Excellent	G
23					
24	Drama	Fair	Fair	Good	F
25	Leader's Group	Good	Good	Fair	G
26	Football	Excellent	Good	Good	G
27					
28					
29	Track	[illegible]ent	Excellent	Excellent	E
30					
31	Class Rep.	[illegible]	Good	Good	G
32					
33					
34	Color Guard	Good	Good	Good	G
35					
36					
37					
38					
39	Band	Good	Good	Good	G
40					
41	Track	Excellent	Excellent	Excellent	E
42					
43	Football	Excellent	Fair	Good	G
44					
45					
46					
47	Gospel Choir				
48	Media Squad	Good	Good	Good	G

Legend: Excellent, Good, Fair, Poor

Objective 5. Upon completion of the first year of the program, 75 percent of the students in the cluster will display positive attitudes toward the cluster classes by indicating their wish to remain in the group when presented with the contrived possibility of their transfer to another group section the following year.

It is an hypothesis that students who evidence a willingness to stay in their present situation are assumed to possess a general positive attitude toward that class and in particular toward their teacher, peers, and the school. Near the end of phase I the counselor announced to the group that there was a possibility of a new class section being opened outside the cluster model for the following school year. If it was formed, then anyone who wanted to transfer from the cluster could do so. The students responded without consulting others in the class by indicating "yes" or "no" on a sheet of paper. They were allowed to provide reasons for their answers, knowing that all statements were confidential.

The cluster team leader who administered the survey provided this writer and the head counselor with the following results:

1. Forty-two students responded to the survey

2. Thirty-six students (86 percent of the group) indicated that they did not wish to transfer from the program to a new class section

3. Five students (12 percent of the group) indicated that they wished to transfer to a new class section

4. One student (2 percent of the group) was undecided. The student indicated a desire to stay in the group if there could be a change of one teacher

The program objective was achieved. The reader is reminded that the students were not required to sign their names on their responses to the survey question. Thus, the results of this survey were not arranged in tabular form according to student identification numbers.

Objective 6. Cluster members will display favorable attitudes toward the cluster classes by incurring a minimum of class-cuts from these classes. From the start of phase I to the practicum's end, 50 percent of the cluster members will not exceed the average daily student class-cut rate as it applies to the entire student body.

It is assumed that students who hold favorable attitudes toward specific classes, subjects or teachers, will tend to incur a minimum of class-cuts from those classes. All class-cuts were referred to the school's attendance office. The cluster staff received a daily report on group members' illegal absence from class. A ten-week analysis was made comparing cluster member class-cuts against the entire student population by academic class and overall aggregate totals. A class-cut summary report for phase I and phase II of the program was submitted to this writer by the cluster leader. These results appear in table 14 on page 175. The housemaster in charge of student attendance submitted to this writer total class-cut figures for the entire school population in the academic areas of language arts, social studies, mathematics, and science. These

figures and the average daily class-cut rate for the entire school population and each identified student, which were computed by the housemaster in charge of attendance, appear on the evaluation chart. An analysis of these results appears below:

1. The class-cut records of forty-two identified students were maintained during both phases of the program. This figure included the two students who were retained in the ninth-grade cluster and the one student who was placed on home instruction for one marking period

2. Thirty-eight students (90 percent of the group) did not exceed the average daily class-cut rate assigned to the total school population

3. Four students exceeded the average daily class-cut rate assigned to the school population

The objective was achieved. However, in analyzing the student attendance factor, two observations must be made. Although the cluster program succeeded in improving student school attendance, the attendance program objective was barely achieved. In the area of class-cuts the cluster team reported minimal class-cutting on

the part of the identified students. Thus, this writer concluded that while it was difficult to force students to maintain a good school attendance record, the cluster team was very successful in convincing students to maintain an excellent class attendance record.

TABLE 14

OBJECTIVE A-6 CLASS-CUTTING

NAME	CLUSTER CLASS CUTS PHASE I - PHASE II (Ten-Week Summaries) 1	2	3	4	5	6	TOTAL	AVG. DAILY CL. CUT RT.	OBJECTIVE ACHIEVED
1	-	-	-	-	-	-	-	-	-
2		1			2	1	4	.015	No
3								0	Yes
4		1			1		2	.007	Yes
5	1					1	2	.007	Yes
6		3			1		4	.015	No
7					2	1	3	.011	Yes
8		1			1		2	.007	Yes
9	-	-	-	-	-	-	-	-	-
10								0	Yes
11								0	Yes
12								0	Yes
13								0	Yes
14						2	2	.007	Yes
15	2				1		3	.011	Yes
16		1					1	.004	Yes
17								0	Yes
18						-		0	Yes
19								0	Yes
20					1		1	.004	Yes
21		1	1		2	1	5	.018	No
22								0	Yes
23	1						1	.004	Yes
24								0	Yes
25						1	1	.004	Yes
26								0	Yes
27								0	Yes
28								0	Yes
29								0	Yes
30			2		1		3	.001	Yes
31			2				2	.007	Yes
32								0	Yes
33	-	-	-	-	-	-	-	-	-
34			1				1	.004	Yes
35								0	Yes
36	-	-	-	-	-	-	-	-	-
37	2						2	.007	Yes
38	-	-	-	-	-	-	-	-	-
39								0	Yes
40	-	-	-	-	-	-	-	-	-
41								0	Yes
42	2	5		1	2	1	11	.040	No
43								0	Yes
[illegible]					1	2	3	.011	Yes
[illegible]			1				1	.004	Yes
46					1		1	.004	Yes
47								0	Yes
48	1						1	.004	Yes

SCHOOL POPULATION CLASS CUT TOTAL PHASE I - PHASE II	
English	2006
Social Studies	1068
Mathematics	1809
Science	587
Aggregate Total	5470
Avg. Daily Class Cuts Rate	.014

Objective 7. During phase I and phase II of the program, 75 percent of the cluster members will exhibit favorable attitudes toward learning and work tasks by demonstrating a better than 50 percent completion rate of various assignments and responsibilities as proposed by the instructor(s).

It is assumed that compliance of assigned tasks in the classroom is a correlate of general liking of school or the individual class or teacher. The head counselor, team leader, and school psychologist assigned to the cluster made monthly visits to the classroom and activity areas to observe students in the group actively involved in learning situations. Using a task completion form, the staff members noted when some tasks were assigned and the reaction of students to said tasks. Individual records were kept in order to note progress in this area over the life of the program.

The head counselor, the team leader, and the school psychologist provided this writer with their visitation reports. The data received from these individuals were transferred to the progress chart, table 15, that appears on page 180. An analysis of these results appears on page 177.

1. Task assignments were recorded for forty-two students. The number of assignments varied among the students. This was caused by students being absent from class when the counselor, the cluster team leader or the psychologist visited the individual or cluster classes. Also, some students were absent from the program temporarily and then reinstated

2. Twenty-five students (60 percent of the group) achieved the objective

3. Seventeen students (40 percent of the group) did not achieve the objective

The objective was not achieved; it fell short of its target by 15 percent. It is this writer's opinion that this program objective was insignificant with respect to the total articulation program. Furthermore, if the objective had been achieved, the results would provide this writer and the cluster team with information that could not be analyzed objectively. There are several reasons that govern this opinion shared by this writer and the cluster team:

1. The head counselor, the cluster team leader, and the psychologist, attempted to make monthly visits to each classroom. This was not always possible. When they met for class visitations, some students were usually absent. Thus, they recorded different totals for tasks assigned to each student

2. At times the three professional team members could not decide if a student had completed a task. During the visitation a student might not have responded to the assignment, but he may have completed it at home

3. The three professional members would only make judgments while they were in class. These judgments would not take into consideration the tasks that were assigned to these students and completed by these students on days when there were no visitations

4. Cluster team teachers could not agree with the results that are recorded on the evaluation chart that appears as table 15 on page 180; that is, some students who recorded a task completion of less than 50 percent were students who faithfully completed homework and project assignments

5. Some students recorded an excessive absence rate from school and poor achievement grades. Yet, their task completion rate was favorable

Of the seventeen program objectives the task completion objective caused the most concern among the professional members of the cluster. In their estimation the task completion results were insignificant and could not be used to help assess the value of the total program. This writer agreed with the opinion of the cluster team

members. The reader is advised that this program objective should be controlled by the cluster team members who are in daily contact with the identified students and who are fully aware of the tasks assigned to the students and the tasks completed by the students.

TABLE 15

OBJECTIVE A-7 TASK COMPLETION

NAME	TASKS ASSIGNED					TASKS COMPLETED						
	ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	TOTAL	COMPLETE PERCENTAGE	OBJECTIVE ACHIEVED	ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	TOTAL
1	-	-	-	-	-	-	-	-	-	-	-	-
2	20	18	15	17	70	43%	No	15	8	6	7	30
3	36	32	30	28	126	83%	Yes	30	25	30	20	105
4	33	26	30	28	117	40%	No	25	10	12	10	57
5	25	19	22	20	86	46%	No	18	9	8	7	40
6	36	30	30	31	127	92%	Yes	30	28	30	30	118
7	5	4	2	2	13	38%	No	3	1	0	0	5
8	25	16	20	14	75	80%	Yes	22	12	15	11	60
9	-	-	-	-	-	-	-	-	-	-	-	-
10	30	25	27	25	107	84%	Yes	30	20	11	19	90
11	25	19	14	19	78	78%	Yes	22	18	10	11	61
12	29	24	17	24	94	74%	Yes	25	20	16	9	70
13	36	33	30	31	130	78%	Yes	31	29	25	17	102
14	28	24	25	24	101	75%	Yes	28	20	17	11	76
15	30	29	26	27	112	68%	Yes	28	20	17	12	77
16	25	20	21	20	86	47%	No	15	9	10	7	41
17	28	19	19	21	87	54%	Yes	20	9	10	8	47
18	24	22	16	20	82	68%	Yes	20	17	10	9	56
19	33	27	20	26	106	72%	Yes	30	21	16	12	79
20	24	20	16	19	79	49%	No	14	11	7	7	39
21	24	17	21	20	82	48%	No	17	10	18	7	40
22	23	19	18	18	78	76%	Yes	20	19	11	10	60
23	22	17	16	19	74	47%	No	10	8	9	8	35
24	27	20	14	21	82	66%	Yes	21	11	14	10	56
25	29	18	22	23	92	80%	Yes	26	14	20	14	74
26	24	17	19	21	81	69%	Yes	21	14	11	10	56
27	24	19	20	21	84	80%	Yes	20	13	15	20	68
28	26	20	19	20	85	78%	Yes	25	14	17	11	67
29	26	21	20	22	89	48%	No	20	7	9	7	43
30	24	17	18	17	76	47%	No	14	8	7	7	36
31	32	27	25	25	109	77%	Yes	30	21	20	14	85
32	33	26	20	26	105	47%	No	22	13	7	8	50
33	-	-	-	-	-	-	-	-	-	-	-	-
34	25	14	17	18	74	40%	No	12	7	6	5	30
35	24	16	17	19	76	47%	No	12	10	8	6	36
36	-	-	-	-	-	-	-	-	-	-	-	-
37	29	22	24	22	97	44%	No	16	10	11	6	43
38	-	-	-	-	-	-	-	-	-	-	-	-
39	23	20	14	22	79	79%	Yes	20	16	14	13	63
40	-	-	-	-	-	-	-	-	-	-	-	-
41	36	29	27	28	120	47%	No	25	15	10	7	57
42	20	16	16	17	69	46%	No	9	7	9	7	32
43	31	24	27	28	110	69%	Yes	28	17	20	11	76
44	10	5	4	5	24	37%	No	5	3	1	0	0
45	29	22	21	22	94	78%	Yes	25	17	12	20	74
46	31	27	26	26	110	82%	Yes	29	24	18	20	91
47	26	20	21	21	88	86%	Yes	24	20	17	15	76
48	22	17	17	18	74	89%	Yes	21	15	13	17	66

Objective 8. Based on a questionnaire to be given at the beginning of phase I and at the end of the practicum, cluster members will indicate an increased positive intention of furthering their high-school education. At the end of the practicum 90 percent of the members will indicate a positive intention of fulfilling the graduation requirements in the normal time allocation.

It is assumed that those students possessing favorable attitudes toward school and toward learning will be those who have intentions of remaining in school in order to graduate and then pursuing further education or job-training for entry into the job market. A questionnaire was administered to each student early in September of the ninth year and again, at the end of the practicum in the middle of the tenth year. The questionnaire provided alternatives ranging from "quitting school" to "college aspirations." Points were allotted to each response. A comparison was made of pre-responses and post-responses for each cluster member in order to determine positive or negative changes in individual intent relative to furthering one's education. The questionnaire appears in the appendix section (appendix AA).

Pre-test results and scoring procedures appear in Chapter VI. These results are repeated in this section so that the reader may see the comparative analysis with post-test results. Table 16 on page 185 contains the results of both inventories. Pre-test results appear below:

1. Forty-five students responded to the inventory. (Three students never appeared in school at the start of the program. Three more students would be leaving the program shortly after this pre-test was given)
2. Fourteen students indicated an intention to quit school
3. Nineteen students indicated an intention to graduate from high school
4. Three students indicated an intention to go to a trade school
5. Five students indicated an intention to go to a four-year college
6. Four students indicated an intention to go to a graduate school
7. The group average score was 2.46

The cluster team leader administered the same questionnaire at the end of the practicum. She provided this writer with the following results:

1. Forty-two students responded to the questionnaire. (Six students left the program early during phase I. Two students who were retained in the ninth-grade cluster were allowed to respond again to the questionnaire)

2. Four students indicated an intention to quit school

3. Twenty-one students indicated an intention to graduate from high school

4. Nine students indicated an intention to attend a trade school

5. Seven students indicated an intention to attend college

6. One student indicated an intention to attend graduate school

7. The group average score was 2.71

A comparative analysis of pre-test and post-test scores produced the following conclusions:

1. Thirty-eight students (90 percent of the group) indicated an intention to graduate from a secondary school

2. Eighteen students indicated a change of intention; fourteen students increased their educational aspirations, and four students lowered their educational aspirations

3. All students who indicated positive intentions on the pre-test (graduate from high school) continued to respond positively on the post-test

4. There was a slight increase (.25) in the group's average score on the post-test

The program objective was achieved. However, it is this writer's opinion that some students recorded educational aspirations that were beyond their means. A realistic trend was the increase in the number of students who desired to graduate from high school and a trade school rather than quit school. It must be emphasized that these tests were given under ideal conditions; that is, the students were members in a cluster model with many support services. Within this framework the objective was achieved.

TABLE 16

OBJECTIVE A-8 FUTURE EDUCATIONAL GOALS

NAME	PRE-TEST PHASE I								POST-TEST PHASE II								
	QUIT SCHOOL WHEN 16	GRADUATE FROM H.S.	TRADE SCHOOL	JR. COLLEGE	COLLEGE	GRADUATE SCHOOL	TOTAL POINTS	QUIT SCHOOL	GRADUATE FROM H.S.	TRADE SCHOOL	JR. COLLEGE	COLLEGE	GRADUATE SCHOOL	TOTAL POINTS	NET CHANGE	OBJECTIVE ACHIEVED
1	*						1									
2			*				3			*				3	0	Yes
3	*						1		*					2	+1	Yes
4					*		5					*		5	0	Yes
5	*						1	*	*					1	0	No
6					*		5					*		5	0	Yes
7	*						1	*	*					1	0	No
8		*					2		*					2	0	Yes
9	*						1									
10						*	6			*				3	-3	Yes
11						*	6			*				3	-3	Yes
12		*					2		*					2	0	Yes
13		*					2		*					2	0	Yes
14			*				3			*				3	0	Yes
15		*					2			*				3	+1	Yes
16						*	5					*		5	0	Yes
17		*					2		*					2	0	Yes
18		*					2		*					2	0	Yes
19		*					2		*					2	0	Yes
20		*					2		*					2	0	Yes
21		*					2		*					2	0	Yes
22		*					2					*		5	+3	Yes
23		*					2			*				3	+1	Yes
24						*	6					*		5	+1	Yes
25		*					2					*		5	+3	Yes
26						*	5					*		5	0	Yes
27		*					2		*					2	0	Yes
28		*					2		*					2	0	Yes
29	*						1		*					2	+1	Yes
30	*						1		*					2	+1	Yes
31		*					2		*					2	0	Yes
32		*					2		*					2	0	Yes
33																
34	*						1		*					2	+1	Yes
35	*						1		*					2	+1	Yes
36			*				3									
37	*						1		*					2	+1	Yes
38																
39						*	6						*	6	0	Yes
40																
41		*					2			*				3	+1	Yes
42	*						1	*						1	0	No
43						*	5			*				3	-2	Yes
44	*						1		*					2	+1	Yes
45	*						1	*						1	0	No
46		*					2			*				3	+1	Yes
47	*						1		*					2	+1	Yes
48			*				2		*					2	0	Yes
TOTAL	14	19	3	0	5	4	110	4	21	9	0	7	1	114	+9	38 Ye 4 No

Objective 9. Making use of a self-appraisal inventory to be administered at the beginning of phase I and at the end of the practicum, better than 50 percent of the cluster members will demonstrate a 25 percent increase in self-concepts that reflect positive perceptions in self in relation to family, peers, scholastic achievement, and about self in general.

Using a self-appraisal inventory, the device attempts to secure in a straightforward fashion a student's response to questions that pertain to four aspects of self-concept: family, peer, scholastic, and general estimate of self-esteem. Scoring can be measured overall or in sub-scales according to the four dimensions of the instrument. A point system is used for each response (4,3,2,1). Responses that receive four points indicate general favorable perceptions of self, self in relation with peers, self in the family context, and self in school situations. The self-appraisal inventory was administered at the beginning of phase I and at the end of the practicum. The scores for each sub-scale (general, family, peer, scholastic) for each individual were tabulated and averaged. Individual pre-averages and post-averages were compared for any significant increase as indicated in the stated objective.

The head counselor who administered the post-test provided this writer with the following results:

1. Forty-one students responded to the self-appraisal inventory. This number did not include the student (identification number 18) who was on home instruction at the time the instrument was administered. It must be noted that the inventory was administered privately to eleven students who were absent on the day when the inventory was given to the entire cluster. The inventory was administered privately to the two students (identification numbers 7, 44) who were retained in the ninth-grade cluster

2. Nineteen students (46 percent of the group) recorded a minimum 25 percent increase over the pre-test global averages

3. Twenty-two students (54 percent of the group) did not achieve the objective

4. Thirty-nine students recorded positive gains in their global averages

5. Two students recorded negative gains in their global averages

The objective fell short of its target by four percentage points. However, it is the opinion of this writer and the cluster team that the gains recorded by the thirty-nine students were indicative of their improved attitude toward school during phase I and phase II of the program. Pre-test and post-test data appear in table 17 on page 188.

TABLE 17

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY SUMMARY

	PRE-TEST						POST-TEST						NET CHANGE					
NAME	GENERAL 16	FAMILY 16	PEER 16	SCHOLASTIC 14	TOTAL POINTS 62	GLOBAL AVERAGE	GENERAL	FAMILY	PEER	SCHOLASTIC	TOTAL POINTS	GLOBAL AVERAGE	GENERAL	FAMILY	PEER	SCHOLASTIC	GLOBAL AVERAGE	OBJECTIVE ACHIEVED
1																		
2	49	42	44	38	173	2.8	55	56	54	46	211	3.4	+ 6	+14	+10	+ 8	+ .6	No
3	46	44	43	39	172	1.8	51	52	50	49	202	3.3	+ 5	+ 8	+ 7	+10	+ .5	No
4	45	40	49	43	177	2.9	51	55	52	46	204	3.3	+ 6	+15	+ 9	+ 3	+ .4	No
5	44	39	38	32	153	2.5	45	43	39	34	161	2.6	+ 1	+ 4	+ 1	+ 2	+ .1	No
6	35	38	44	29	146	2.4	47	43	49	36	175	2.8	+12	+ 5	+ 5	+ 7	+ .4	No
7	26	25	26	24	101	1.6	32	30	31	29	122	2.0	+ 6	+ 5	+ 5	+ 5	+ .4	No
8	26	26	41	36	129	2.1	35	34	43	37	149	2.4	+ 9	+ 8	+ 2	+ 1	+ .3	No
9																		
10	45	47	39	32	163	2.6	58	57	54	44	213	3.4	+13	+10	+15	+12	+ .8	Yes
11	37	46	45	40	164	2.6	50	56	53	46	205	3.3	+13	+14	+ 8	+ 6	+ .7	Yes
12	44	49	39	37	169	2.7	58	59	57	42	216	3.5	+14	+10	+18	+ 5	+ .8	Yes
13	45	39	40	33	157	2.5	59	53	62	40	214	3.5	+14	+14	+22	+ 7	+1.0	Yes
14	39	37	45	34	155	2.5	53	57	59	36	205	3.3	+14	+20	+14	+ 2	+ .8	Yes
15	46	40	62	35	183	3.0	56	59	58	51	224	3.6	+10	+19	- 4	+16	+ .6	No
16	27	26	27	21	101	1.6	48	33	37	28	146	2.4	+21	+ 7	+10	+ 7	+ .8	Yes
17	46	43	36	33	158	2.5	55	45	37	32	169	2.7	+ 9	+ 2	+ 1	+ 1	+ .2	No
18	46	45	42	33	166	2.7					-							-
19	45	35	40	29	149	2.4	50	46	53	35	184	2.5	+ 5	+11	+13	+ 6	+ .1	No
20	40	43	43	35	161	2.6	49	43	45	38	175	2.8	+ 9	0	+ 2	+ 3	+ .2	No
21	33	30	43	26	132	2.1	55	37	51	31	174	2.8	+22	+ 7	+ 8	+ 6	+ .7	Yes
22	25	22	23	23	93	1.5	39	36	40	32	147	2.4	+14	+14	+ 7	+ 9	+ .9	Yes
23	43	41	40	34	158	2.5	43	34	36	33	146	2.4	0	- 7	- 4	- 1	- .1	No
24	42	46	43	29	160	2.6	51	58	55	45	209	3.4	+ 9	+12	+12	+16	+ .8	Yes
25	53	42	46	43	184	3.0	51	50	49	48	198	3.2	- 2	+ 8	+ 3	+ 5	+ .2	No
26	47	44	41	33	165	2.7	59	59	56	41	215	3.5	+12	+15	+15	+ 8	+ .8	Yes
27	46	48	43	41	178	2.9	58	60	57	44	219	3.5	+12	+12	+14	+ 3	+ .6	No
28	40	44	40	32	156	2.5	54	56	54	43	207	3.3	+14	+12	+14	+11	+ .8	Yes
29	43	51	45	35	174	2.8	59	62	59	47	227	3.7	+16	+11	+14	+12	+ .9	Yes
30	37	43	35	35	150	2.4	52	51	53	43	199	3.2	+ 5	+ 8	+18	+ 8	+ .8	Yes
31	47	51	48	38	184	3.0	52	55	51	46	204	3.3	+ 5	+ 4	+ 3	+ 8	+ .3	No
32	42	39	44	34	159	2.6	56	49	54	40	199	3.2	+14	+10	+10	+ 6	+ .6	Yes
33											-							-
34	51	47	35	37	170	2.7	50	59	60	48	217	3.5	+ 1	+12	+25	+11	+ .8	Yes
35	41	33	45	41	160	2.6	48	49	50	46	193	3.2	+ 7	+16	+ 5	+ 5	+ .6	No
36											-							-
37	22	23	28	25	98	1.6	23	24	33	29	109	1.8	+ 1	+ 1	+ 5	+ 4	+ .2	No
38											-							-
39	41	45	45	44	175	2.8	40	46	57	40	183	3.0	- 1	+ 1	+12	- 4	+ .2	No
40											-							-
41	48	42	36	31	157	2.5	58	53	46	40	197	3.2	+10	+11	+10	+ 9	+ .7	Yes
42	47	50	46	35	178	2.9	54	56	56	46	212	3.4	+ 7	+ 6	+10	+11	+ .5	No
43	45	45	34	33	157	2.5	61	52	45	45	203	3.3	+16	+ 7	+11	+12	+ .8	Yes
44	26	26	25	21	98	1.6	25	23	24	21	93	1.5	- 1	- 3	- 1	0	- .1	No
45	49	45	39	36	169	2.7	57	58	50	49	214	3.5	+ 8	+13	+11	+13	+ .8	Yes
46	41	44	43	34	162	2.6	52	54	50	45	201	3.2	+11	+10	+ 7	+11	+ .6	No
47	50	43	44	32	169	2.7	50	53	57	48	202	3.3	0	+10	+ 7	+16	+ .6	No
48	24	23	24	32	93	1.5	37	39	43	36	155	2.5	+13	+16	+19	+14	+1.0	Yes

Objective 10. During phase II of the program and prior to the end of the practicum, 75 percent of the cluster members will be recommended for mainstreaming for their third and fourth year of high school. Evidence of this mainstreaming will be the professional team's recommendation of individual student's relevant elective program based on individual performance during both phases of the program. Both student and parent will indicate their approval of said elective program recommendations as proposed by staff for grades 11 and 12.

Individual student schedules were recommended for programming in grades 11-12. Approval was required of cluster personnel, the head counselor, the administration, parent, and student, based on demonstrated achievement. At the end of the practicum the cluster leader provided this writer with a set of recommendations regarding the mainstreaming of the identified students for the last two years of high school. These recommendations appear in table 18, on page 192. An analysis of these recommendations appears below:

1. Forty-two students were identified in the mainstreaming process. This number included the two students who were retained in the grade-nine cluster, the two students who eventually entered trade school at the end of the practicum, and the one student who was placed temporarily on home instruction

2. Thirty-five students (83 percent of the group) were recommended for mainstreaming during the last two years of high school

3. It was recommended that seven students not be mainstreamed. Instead, these students would be given special program schedules similar to the schedule model developed in Chapter VII of this report. Two students who were retained in the grade-nine cluster during phase II of the program would be placed in the grade-ten cluster the following year

4. Each recommendation was approved by the cluster team, the head counselor, and the administration

5. Thirty-seven students gave their approval to the cluster team's recommendation. As of this writing (February 1979) twenty-eight parents had expressed to the head counselor their tentative approval to the cluster team's recommendations. Though fourteen parents did not respond to the recommendations, the administration decided to implement the program plans for the following year pending future contact with the individual parents

The program objective was achieved. It should be noted that ten students who would be mainstreamed would require some special-services support for the following school year. The cluster team and the administration was faced with the scheduling

problem that allows students to select four electives during the junior year in high school. Thus, some coordination would be provided in the required courses for the junior year; namely, these students would be scheduled in a two-period block of time for English and social studies. This model schedule was developed in Chapter VII of this report.

TABLE 18

OBJECTIVE A-10 MAINSTREAMING STUDENTS

NAME	MAINSTREAMED YES	MAINSTREAMED NO	APPROVAL: CLUSTER APPROVAL	APPROVAL: HEAD COUNSELOR	APPROVAL: ADM.	APPROVAL: PARENT	APPROVAL: STUDENT	COMMENTS: STUDENTS NOT MAINSTREAMED	OBJECTIVE ACHIEVED
1	-	-	-	-	-	-	-		-
2		No	*	*	*		*	Truant	No
3	Yes		*	*	*	*	*		Yes
4	Yes		*	*	*	*	*		Yes
5	Yes		*	*	*	*	*		Yes
6	Yes		*	*	*	*	*		Yes
7		No	*	*	*			Gr. 10 Cluster	No
8	Yes		*	*	*	*	*		Yes
9	-	-	-	-	-	-	-		-
10	Yes		*	*	*	*	*		Yes
11	Yes		*	*	*			Trade School	Yes
12	Yes		*	*	*	*	*		Yes
13	Yes		*	*	*	*	*		Yes
14	Yes		*	*	*			Trade School	Yes
15	Yes		*	*	*		*		Yes
16	Yes		*	*	*	*	*		Yes
17	Yes		*	*	*	*	*		Yes
18	Yes		*	*	*	*	*		Yes
19	Yes		*	*	*		*		Yes
20	Yes		*	*	*	*	*		Yes
21	Yes		*	*	*	*	*		Yes
22	Yes		*	*	*	*	*		Yes
23	Yes		*	*	*	*	*		Yes
24	Yes		*	*	*	*	*		Yes
25	Yes		*	*	*	*	*		Yes
26	Yes		*	*	*		*		Yes
27	Yes		*	*	*		*		Yes
28	Yes		*	*	*	*	*	Social Worker	Yes
29	Yes		*	*	*		*		Yes
30	Yes		*	*	*	*	*		Yes
31	Yes		*	*	*	*	*		Yes
32	Yes		*	*	*	*	*		Yes
33	-	-	-	-	-	-	-		-
34		No	*	*	*	*		Special Education	No
35		No	*	*	*	*	*	Gr. 11 Cluster	No
36	-	-	-	-	-	-	-		-
37		No	*	*	*		*	Gr. 11 Cluster	No
38	-	-	-	-	-		-		-
39	Yes		*	*	*		*		Yes
40	-	-	-	-	-	-	-		-
41	Yes		*	*	*		*		Yes
42		No	*	*	*			Truant	No
43	Yes		*	*	*	*	*		Yes
44		No	*	*	*	*	*	Gr. 10 Cluster	No
45	Yes		*	*	*	*	*		Yes
46	Yes		*	*	*		*		Yes
47	Yes		*	*	*	*	*		Yes
48	Yes		*	*	*		*		Yes

Side Effects of the Program

Having worked directly with the cluster team in the design and implementation of the articulation model, this writer observed several side effects of the program. Some of these side effects are listed below:

1. The average absence rate per teacher at Rippowam High School was approximately five days per year. The cluster team's average absence rate during both phases of the program was less than five days per teacher each year

2. When teachers were absent from school, substitute teachers were made available by the personnel department as per contract guidelines. On many occasions it was necessary to arrange one-day conferences with a team member(s) and other members of the professional staff. Usually, this writer could expect that the cluster leader or another team member would cover the particular class assignments. Thus, there was a savings of money and the instructional process was not interrupted

3. Each professional member of the cluster team taught other classes outside of the articulation program. They referred virtually no discipline problems to the administration. The administration received no complaints from parents or students regarding the teachers' performance in the elective classes. It was apparent to this writer that each professional team member grew professionally while he/she was associated with the articulation program

4. A very close working relationship was established between the special-services personnel and the cluster personnel. This relationship resulted in identified students receiving an unusual amount of support services

5. During phase II of the articulation program this writer received from guidance counselors, administrators, and teachers many positive statements regarding the program. For the first time the cluster team was accepting students into the articulation model from regular "level 3" ninth-grade classes after the start of the school year. Thus, teachers assigned to regular "level 3" classes had a new support service in the school building

CHAPTER IX

INSTITUTIONALIZING THE ARTICULATION MODEL FOR IDENTIFIED FRESHMEN WITH SCHOOL ADJUSTMENT PROBLEMS

Institutionalizing a program of this nature has budget implications and requires the support of central staff and the board of education. From the inception of the program to the completion of the practicum this writer received that support. The time-frame of the practicum was scheduled so that it would be completed during preliminary pupil-program planning meetings and budget preparation sessions for the following school year. Thus, this writer and the cluster personnel were invited by the director of secondary education to appear before the curriculum committee of the board of education in January 1979 to present a final progress report of the practicum and to present plans for institutionalizing the model. This meeting was held in the conference room of the board of education during the school day. Participants in attendance included: three curriculum committee members of the board of education; Dr. Thomas Reardon, Associate Superintendent of Schools and an official practicum observer; one staff representative from each of the two cluster teams; the cluster coordinator; the school's head counselor and this writer; and two staff

members from another public high school in Stamford. After presenting a progress report of the program, the cluster personnel and this writer discussed institutionalization plans of the model at Rippowam High School and the district level.

The High-School Level

Three options were considered by the cluster personnel and this writer with regard to the institutionalization of the articulation model the following school year:

1. Eliminate the program and return to the traditional tracking system of "level 3" students
2. Expand the program to include all ninth-grade "level 3" students in the model. This proposal would lead to the inclusion of all tenth-grade "level 3" students in the model one year later
3. Continue to implement the present model that would serve one-half the "level 3" students in grade nine and grade ten

It was proposed by this writer and the cluster personnel that the third option be considered for implementation for the following school year. This option would provide staff time to enlist the services of other staff members for future cluster teams. This was not an easy task considering the fact that two team members had left the profession after nearly two years of service in the program. Permanent replacements were difficult to recruit and training sessions were

required to acquaint future staff members with the program. Furthermore, the program had budget implications. The cluster team concept requires a low teacher-pupil ratio. Though it was possible to organize two cluster teams by using school faculty resources, increasing the number of teams would require the hiring of additional personnel. Finally, the implementation of this program was not without its problems. It was a slow process. Staff commitment was essential to the program's success. Parental involvement was needed and student orientation to this new program concept required a great deal of time on the part of staff. Thus, the third option would allow staff to accomplish the following objectives:

1. To continue to implement the articulation model the following school year
2. To continue to refine the program and update curriculum materials
3. To enlist faculty volunteers for future positions in new cluster teams
4. To work with other faculty members who would be teaching elective courses for the first time to the identified students
5. To begin planning for future expansion of the number of cluster teams that would eventually cater to all "level 3" students in grade nine and grade ten

The above mentioned objectives were consistent with the findings in the review of the literature; namely, the success of the articulation program requires careful planning that takes into account the recruitment and training of

dedicated teachers and the development and continual evaluation of relevant curriculum materials.

The School-District Level

At the same meeting it was agreed by the participants that this writer would provide the director of secondary education with the completed practicum report and the official curriculum guide that was used in the articulation model. The director of secondary education would share the practicum report with the administrations of the other high schools in Stamford. Staff members representing one high school had expressed interest in the program. It was requested by that school that a meeting be arranged between representatives of both schools to discuss in detail the articulation model. This writer was encouraged by the curriculum committee and the director of secondary education to begin the planning phase for institutionalizing the program at Rippowam High School as stated in the third option (appendix CC). Copies of the curriculum guide had been distributed to all participants for discussion purposes during the session. Further sessions would be scheduled by the director of secondary education on matters concerning the institutionalization of the program, the sharing of program information with the other high schools, and the program budget implications for the following school year.

Program Findings

At the practicum's completion this writer and the cluster teams observed a number of outcomes that were unexpected. Several important findings are worth noting at this time:

1. The decision-making unit of instruction was the most popular curriculum component among the students

2. Though there were some irregular patterns of attendance among some students, suprisingly there was mimimal class-cutting on the part of the same students

3. During the second phase of the program there were several requests by students outside the program to be considered for membership in the articulation model

4. Though there was some negative reaction toward the program by some students early in the program, this negativism vanished completely before the end of phase I

5. Within the group of identified freshmen existed a wide range of abilities in various content and skill areas. This required some further grouping in the cluster

6. There was a noticeable positive change in student attitudes and student maturity levels during the second phase of the program. The sophomores were able to cope responsibly in the school's science laboratory during independent class periods. Students assumed more responsibility in the maintenace of their classroom and their corridor bulletin board

7. During the early part of phase II approximately 20 percent of the identified sophomores questioned the reasons for having the same cluster teachers for two consecutive years. This caused some concern on the part of the cluster team

8. Because the school operated under an open-ended schedule, attendance was recorded during the last five minutes of the first period. School buses that arrived late to school caused students to miss period one and to be place on the absence list. Thus, a student could be marked absent while he was in school or a student could cut classes and not be noticed until report cards were issued. Some students did this deliberately; other students did not follow directions that would resolve this problem. In either case, some students accumulated inflated absence records

9. At the start of both phases of the program some identified freshmen did not appear in school; they transferred to other schools because of changes in residency. This caused staff some concern because of the amount of preparation that went into the orientation and identification processes

Program Recommendations

Having completed the practicum, this writer met with the cluster teams to propose a set of program recommendations. The proposals were based on some concerns that were raised by staff members during the life of the project. It is this writer's opinion that the articulation model would be greatly improved if the following recommendations were implemented:

1. Because there was a tendency for some identified freshmen to change their home address and therefore leave the program, it is suggested that the number of candidates in the pilot group be increased to compensate for this attrition

2. Provision should be made to allow students to enter the program during the ninth year provided a screening process exists that includes the approval of the cluster team and the administration. These new candidates should be given consideration for entry into the program up to the mid-year marking period and only if vacancies exist

3. The identified students should not be programmed with the same cluster team for two consecutive years

4. A cluster coordinator is a most important part of the articulation model. This individual should be able to teach in one cluster and coordinate the activities of both teams. For these functions this individual needs released time for planning and coordination

5. It is difficult to attract professional personnel to these programs. Incentives should include released time and/or extra compensation

6. Each cluster team should have a diversity of school experience among its members. A mixture of tenure and non-tenure personnel is desirable

7. Provision should be made in the master schedule to allow some identified students the opportunity to be partially mainstreamed before the conclusion of phase II

8. Schools with open-ended master schedules and without homeroom attendance periods should consider recording student attendance after period one (i.e., end of period two)

9. The guidance counselor assigned to a cluster should follow the students through the four years of high school

10. Some school districts require that students enroll in schools according to where they reside. Identified students who change their home address and continue to reside in the school district should be given the option of remaining in the program with the approval of the school administration

11. Provisions should be made in the program that will assure constant cooperation and communication between the cluster team and special-services personnel if the unexpected problems of identified students are to be addressed and resolved

The articulation model required a great deal of team work on the part of many staff members. Program planning was time consuming. Implementation of the model was tedious. Throughout both phases of the project there was a combination of successes and failures. The structure of the model provided staff the time and expertise to evaluate student progress and to resolve program problems effectively. It is this writer's opinion that this type of articulation model benefited all participants; staff members grew professionally; students improved their skills and their personal attitudes toward learning. The program was a success because many individuals were willing and able to work as a team with the purpose of meeting the needs of identified students with school adjustment problems.

GLOSSARY

Algebra 1-A - A beginner's course in algebra 1. The course is designed for the slow learner who is able to cope with algebra 1 over a two-year period.

Collateral Duty - A non-teaching assignment that is part of a teacher's daily schedule. Such an assignment takes the form of study hall supervision, corridor supervision, cafeteria supervision, etc.

Comprehensive High School - A school that offers various programs to students with varying abilities and pursuits. Such programs include: college preparatory, business, industrial arts, performing arts, etc.

Elective - A course of study that is not considered a basic graduation requirement.

Formative Evaluation - A process that assesses a program or product in the developmental stage.

Free Periods - A block of time for teachers (usually one period per day) to be used for planning purposes. During this time the teacher has no assignment.

Mainstream - A process that allows a student to take full advantage of the school's total program of studies and be part of the total school environment.

Master Schedule - The total arrangement of course schedules throughout the entire school day at the high school level. This includes time-periods, teacher assignments and course locations.

Planning / Placement Team - A group of school professionals that analyzes student referrals that require special services and programs to meet individual needs.

Singleton - A course that is scheduled only once during the day. This is due to limited enrollment in a particular course.

Summative Evaluation - A process that assesses a program or a product following full implementation.

Suspension - Removal of a student from school for a period of time not to exceed ten school days for infraction of specified school regulations.

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APPENDICES

MIDDLE SCHOOL STUDENTS ELIGIBLE FOR GRADE 9-3 APPENDIX "A" 107.

NAME	READ. SCORE	MATH. SCORE	GRADE AVE.	ABSENCE
1.	3.4	-	D	19
2.	4.9	4.6	D+-C-	18
3.	5.9	4.9	B-	15
4.	3.0	3.4	B+	4
5.	3.8	6.0	D	34
6.	3.0	4.4	C	20
7.	4.0	4.3	D	21
8.	3.7	4.2	C	76
9.	4.0	2.8	C	31
10.	3.7	5.6	C	46
11.	5.1	4.2	C	4
12.	4.4	4.4	C	58
13.	4.0	3.3	B-	21
14.	4.7	3.5	C-	49
15.	4.7	5.1	C	45
16.	3.8	4.8	C	63
17.	5.5	4.2	C	30
18.	3.2	4.6	B-	44
19.	4.9	4.9	B-	14
20.	5.7	4.7	B	20
21.	4.6	4.3	C+	14
22.	4.7	3.9	C-	22
23.	4.2	5.9	D+	26
24.	4.4	N.S.	C	23
25.	3.7	3.3	D	9
26.	N.S.	N.S.	B-	19
27.	4.0	3.3	C+	8
28.	4.9	4.1	B	20
29.	5.1	4.8	B+	34
30.	3.7	3.8	B+	12
31.	3.0	4.2	C	20
32.	3.7	4.1	D	10
33.	2.4	AB.	Sp. Ed.	232
34.	-	-	Sp. Ed.	42
35.	3.7	4.2	D	15
36.	5.3	5.0	C	9
37.	3.8	3.9	C+	25
38.	5.1	4.8	B-	3
39.	4.9	4.3	B	10
40.	4.7	4.0	C+	38
41.	5.3	5.1	B	14
42.	5.3	3.9	C+	8
43.	4.2	4.6	D	75
44.	5.5	4.6	C	51
45.	4.2	4.2	C+	7
46.	5.1	4.8	C	33
47.	3.5	4.1	C+	20
48.	4.4	4.4	C	38
49.	4.4	4.2	B-	20
50.	5.1	4.7	C	24
51.	4.2	4.7	C+	15
52.	3.0	5.0	B-	30
53.	5.1	5.0	B	57
54.	5.3	4.0	C	4
55.	5.2	5.0	C	36
56.	3.2	4.8	D+	10
57.	5.5	4.2	C	9
58.	4.6	4.4	F	146
59.	4.4	5.5	D	27
60.	3.7	4.7	C	34
61.	5.1	3.4	D	15
62.	2.3	4.3	C	25
63.	5.1	3.9	C	41
64.	4.6	6.4	D	31
65.	4.0	3.2	C	18
66.	4.0	3.9	C	28
67.	5.1	4.2	D	30
68.	4.4	5.7	C	30
69.	4.9	3.8	C	25
70.	3.2	4.8	D	55
71.	4.7	4.1	C	26
72.	3.7	4.0	C	14
73.	4.4	4.5	C	36
74.	4.0	4.4	B	21
75.	4.1	4.4	C	16
76.	4.6	4.8	B	24
77.	3.4	5.0	C	9
78.	4.7	3.4	D	27
79.	4.0	4.1	C	50

APPENDIX "B"

SELF APPRAISAL INVENTORY[1]

Secondary Level

1. School work is fairly easy for me.
2. I am satisfied to be just what I am.
3. I ought to get along better with other people.
4. My family thinks I don't act as I should.

5. People often pick on me.
6. I don't usually do my share of work at home.
7. I sometimes feel upset while I'm at school.
8. I often let other people have their way.

9. I have as many friends as most people.
10. Usually no one pays much attention to me at home.
11. Getting good grades is pretty important to me.
12. I can be trusted as much as anyone.

13. I am well liked by kids my own age.
14. There are times when I would like to leave home.
15. I forget most of what I learn.
16. My family is surprised if I do things with them.

17. I am often not a happy person.
18. I am not lonely very often.
19. My family respects my ideas.
20. I am not a very good student.

21. I often do things that I'm sorry for later.
22. Older kids seem to like me.
23. I sometimes behave badly at home.
24. I often get discouraged in school.

25. I often wish I were younger.
26. I am usually friendly toward other people.
27. I don't usually treat my family as well as I should.
28. My teacher makes me feel I am not good enough.

29. I always like being the way I am.
30. I am just as well liked as most people.
31. I cause trouble to my family.
32. I am slow in finishing my shcool work.

33. I often am not as happy as I would like to be.
34. I am not as nice looking as most people.
35. I don't have many friends.
36. I feel free to argue with my family.

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[1]Instructional Objectives Exchange, Measures of Self-Concept (Los Angeles, Calif.: Instructional Objectives Exchange, 1972), pp. 100-107.

37. Even if I have something to say, I often don't say it.
38. Sometimes I am among the last to be chosen for teams.
39. I feel that my family always trusts me.
40. I am a good reader.

41. It is hard for me to make friends.
42. My family would help me in any kind of trouble.
43. I am not doing as well in school as I would like to.
44. I find it hard to talk in front of the class.

45. I sometimes feel ashamed of myself.
46. I wish I had more close friends.
47. My family often expects too much of me.
48. I am not very good in my school work.

49. I am not as good a person as I would like to be.
50. Sometimes I am hard to make friends with.
51. I wish I were a different person.
52. People don't usually have much fun when they are with me.

53. I am an important person to my family.
54. People think I am a good student.
55. I am not very sure of myself.
56. Often I don't like to be with other kids.

57. My family and I have a lot of fun together.
58. There are times when I feel like dropping out of school.
59. I can always take care of myself.
60. Many times I would rather be with kids younger than me.

61. My family doesn't usually consider my feelings.
62. I can't be depended on.

Scoring Guide

1. 4321	13. 4321	25. 1234	37. 4321	49. 4321	61. 4321
2. 4321	14. 1234	26. 4321	38. 1234	50. 1234	62. 1234
3. 1234	15. 1234	27. 4321	39. 4321	51. 1234	
4. 1234	16. 4321	28. 1234	40. 4321	52. 4321	
5. 1234	17. 4321	29. 4321	41. 1234	53. 4321	
6. 4321	18. 1234	30. 1234	42. 4321	54. 4321	
7. 1234	19. 4321	31. 1234	43. 1234	55. 4321	
8. 1234	20. 4321	32. 1234	44. 1234	56. 1234	
9. 4321	21. 1234	33. 1234	45. 1234	57. 4321	
10. 1234	22. 1234	34. 1234	46. 1234	58. 1234	
11. 4321	23. 1234	35. 1234	47. 1234	59. 4321	
12. 4321	24. 1234	36. 1234	48. 4321	60. 1234	

APPENDIX "C"

SCHOOL SENTIMENT INDEX[2]

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet as follows:

1) if you strongly agree

2) if you agree

3) if you disagree

4) if you strongly disagree

For example:

1. My classes are too easy.

If you disagree with the statement you should mark 3 on the answer sheet as follows: 1 2 3 4

There are no right or wrong answers, so respond to each item as honestly as you can.

1.	Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.	1	2	3	4
2.	I do my best in school because I can get ahead in the world with a good education.	1	2	3	4
3.	Most of my teachers seem interested in the things I do outside of school.	1	2	3	4
4.	Each morning I look forward to coming to school.	1	2	3	4
5.	My school has too many rules.	1	2	3	4
6.	Most of my teachers do not allow students much choice in what they study in class.	1	2	3	4
7.	I often feel rushed and nervous in school.	1	2	3	4
8.	Most of my teachers give assignments that are too difficult.	1	2	3	4
9.	Students here are not as friendly as in other schools.	1	2	3	4
10.	Most of my teachers try to make their subjects interesting to me.	1	2	3	4
11.	I hate having to do homework.	1	2	3	4
12.	My teachers are interested in what I have to say.	1	2	3	4
13.	It is clear to my why I shouldn't drop out of school.	1	2	3	4
14.	This school is run like a prison.	1	2	3	4
15.	In most of my classes, I have the opportunity to choose assignments which are most interesting to me.	1	2	3	4
16.	I have signed up for an activity just because it seemed like it would be interesting.	1	2	3	4
17.	Most of my teachers give assignments that are just busywork.	1	2	3	4
18.	I enjoy working on class projects with other students.	1	2	3	4
19.	Most of my teachers really like their subjects.	1	2	3	4
20.	Most of my teachers seem personally concerned about me.	1	2	3	4

[2] Ibid., pp. 45-51.

21.	I enjoy learning in school more than learning on my own.	1	2	3	4
22.	I would rather play a game that I already know than learn a new one.	1	2	3	4
23.	I don't usually enjoy working on puzzles and trying to solve difficult problems.	1	2	3	4
24.	I think there is too much pressure in this school.	1	2	3	4
25.	Most of my teachers will accept suggestions from their students.	1	2	3	4
26.	School is a good place for making friends.	1	2	3	4
27.	I like the challange of a difficult assignment.	1	2	3	4
28.	Skipping school whenever I can doesn't really bother me.	1	2	3	4
29.	Most of my teachers don't try very hard to understand young people.	1	2	3	4
30.	I find it difficult to start working on my assignments until they are almost due.	1	2	3	4
31.	I'm very interested in what goes on in this school.	1	2	3	4
32.	Most of the decisions made in my classes are made by my teachers.	1	2	3	4
33.	My teachers ask me to memorize too many facts.	1	2	3	4
34.	There are other reasons for going to school besides just learning.	1	2	3	4
35.	There are important subjects not taught in school now which I would be interested in taking if they were offered.	1	2	3	4
36.	Students have a voice in determining how this school is run.	1	2	3	4
37.	Most of my teachers have encouraged me to think for myself	1	2	3	4
38.	I think most of my teachers are fair to me.	1	2	3	4
39.	I generally try to get involved in many school activities.	1	2	3	4
40.	Most of my teachers give me some idea of what will be on their tests.	1	2	3	4
41.	I really like most of the kids at this school.	1	2	3	4
42.	My teachers don't allow me to be as creative as I am able to be.	1	2	3	4
43.	Most of my teachers do not recognize my right to a different opinion.	1	2	3	4

44.	It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.	1	2	3	4
45.	Even if I wanted to join certain groups here at school, I just wouldn't be accepted.	1	2	3	4
46.	I enjoy talking to many of my teachers after class.	1	2	3	4
47.	Most of my teachers are critical of the way young people dress or talk.	1	2	3	4
48.	In order to win an office at this school you've got to be in the right crowd.	1	2	3	4
49.	Many of my teachers frequently show a lack of preparation.	1	2	3	4
50.	It isn't difficult for a student to find friends here.	1	2	3	4
51.	Many of my teachers could be trusted if I discussed a personal problem with them.	1	2	3	4
52.	My favorite classes, regardless of subject, are those in which I learn the most.	1	2	3	4
53.	School is important to me because I find many of the things I learn are useful outside of school.	1	2	3	4
54.	School is just a place to kep kids off the street.	1	2	3	4
55.	Our school is so large I often feel lost in the crowd.	1	2	3	4
56.	I usually get the grade I deserve in class.	1	2	3	4
57.	Teachers are usually the friendliest with the bright students.	1	2	3	4
58.	I try to do good work in my classes, because you never know when the information will be useful.	1	2	3	4
59.	Most of my teachers are still fair with me as a person even when I've done poorly on my school work.	1	2	3	4
60.	There are enough different groups here at school for any type of student to find friends.	1	2	3	4
61.	Most of my teachers make it clear about how much the students can "get away with in class."	1	2	3	4
62.	I enjoy the social life here.	1	2	3	4
63.	Everyone knows who the real losers in this school are.	1	2	3	4
64.	There are many closed groups of students here.	1	2	3	4
65.	Most of my teachers like working with young people.	1	2	3	4
66.	Sometimes I just can't put a book down until I'm finished with it.	1	2	3	4

67.	Most of the teachers are too concerned with discipline sometimes.	1	2	3	4
68.	It is difficult for me to see my education as a stepping stone to future success.	1	2	3	4
69.	At school, other people really care about me.	1	2	3	4
70.	If I thought I would win, I'd like to run for an elected student body office.	1	2	3	4
71.	Most of my teachers will discuss any changes made to my grade.	1	2	3	4
72.	Most of my teachers just don't care about students if they're not going to college.	1	2	3	4
73.	I usually never do more school work than just what is assigned.	1	2	3	4
74.	Most of the teachers at my school cannot control their classes.	1	2	3	4
75.	It is possible to be popular in school and also be an individualist.	1	2	3	4
76.	Lunch time at school is not fun.	1	2	3	4
77.	Many of my teachers are often impatient.	1	2	3	4
78.	If I had my choice, I wouldn't go to school at all.	1	2	3	4
79.	Many of my teachers have "pets."				
80.	Most of my teachers often waste too much time explaining things.	1	2	3	4
81.	Occasionally I have discovered things on my own that were related to some of my school subjects.	1	2	3	4
82.	If school were more related to the skills I'll need after I graduate, I might be more interested.	1	2	3	4

SAMPLE 12-3 STUDENTS

(Through Three Quarters 1976-77)

	Absence	Tardy	Cuts Per Class	Achievement		Absence	Tardy	Cuts Per Class	Achievement
1.	5	9	7	C	17	7	2	6	D
2.	1	2	1	B	18	9	3	2	C
3.	5	20	15	D	19	4	0	2	C
4.	5	2	3	C	20	13	2	8	D
5.	15	45	20	F	21	7	0	3	C
6.	16	9	7	D	22	25	0	5	F
7.	6	21	10	D	23	2	1	1	B
8.	40	30	14	F	24	10	11	5	C
9.	14	4	12	D	25	16	8	6	D
10.	8	12	8	C	26	3	2	2	B
11.	43	60	16	F	27	2	1	3	C
12.	7	3	14	D	28	6	9	2	C
13.	13	22	14	D	29	4	9	10	D
14.	17	2	7	D	30	15	19	7	D
15.	19	22	17	F	31	20	2	8	F
16.	9	12	12	D					

Submitted by:

Head Counselor
Rippowam High School

RIPPOWAM ATTENDANCE OFFICE REPORT

S U S P E N S I O N S (To date)

Grade	
9-3	12
10-3	17
11-3	18
12-3	3
TOTAL	50

(Total School Suspension--90)

APPENDIX "F"

ED 006 TABLE I ANNUAL REPORT OF FULL TIME POST HIGH SCHOOL ACTIVITIES OF 1976 PUBLIC HIGH SCHOOL GRADUATES

Town Stamford Complete one Table for each high school in the District School Rippowam

Number of June 1976 High School Graduates: Boys 142 * Girls 160 ** Total 302 ***

Full Time Post High School Education	Boys A In State	Boys B Out of State	Boys C Total (A+B)	Girls D In State	Girls E Out of State	Girls F Total (D+E)	Totals G In State (A+D)	Totals H Out of State (B+E)	Totals J Total (C+F)
Public College - 4 year	21	14	35	21	14	35	42	28	70
Private College - 4 year	6	49	55	10	39	49	16	88	104
Public Jr. or Community College - 2 year	19	0	19	27	0	27	46	0	46
Private Jr. or Community College - 2 year	0	1	1	0	4	4	0	5	5
Nursing School - 3 year	0	0	0	0	0	0	0	0	0
State Technical Institute	2	0	2	0	0	0	2	0	2
Independent (Private) Voc-Technical	3	0	3	1	0	1	4	0	4
Business School	0	0	0	3	6	9	3	6	9
Post Graduate (High School)	0	0	0	0	0	0	0	0	0
Pre-Preparatory (Public) Sch.	0	0	0	0	0	0	0	0	0
Pre-Preparatory (Private)Sch.	0	2	2	0	0	0	0	2	2
Other Specify									
Other Post High School Activity									230
Armed Services			10			0			10
Employed	229		14			34			48
Unemployed			1			1			2
Status Unknown			0			0			0
TOTAL GRADUATES			* 142			** 160			*** 302

* This total should agree with column C Total Boys. ** This total should agree with column F Total Girls.

216

RIPPOWAM
HIGH
SCHOOL

WITHDRAWAL SUMMARY SCHOOL YEAR 1975-76

REASONS FOR WITHDRAWAL	BOYS	GIRLS	TOTAL	PERCENT OF ENROLLMENT OF SCHOOL
1. Disciplinary difficulties	-	-	-	
2. Entered military service	-	-	-	
3. Financial reasons	-	-	-	
4. Illness of student	5	4	9	
5. Lack of interest in schoolwork	-	-	-	
6. Marriage	-	-	-	
7. Employment	8	7	15	
8. Poor academic achievement	-	-	-	
9. Student's help needed at home	-	-	-	
10. Unknown (Did not return, and couldn't be located)	8	4	12	
11. Deceased	-	-	-	
SUBTOTAL	21	15	36	
12. Transferred to another school:				
A. Family change of residence	18	24	42	
B. Alternate high school for discipline and/or attendance	8	9	11	
C. Alternate high school program for pregnant girls	-	4	4	
D. Continuing Education--evening high school division or private school	2	5	7	
E. Confined to an institution	1	1	2	
SUBTOTAL	29	43	72	
T O T A L	50	58	108	

Comments:

A curriculum guide was developed by the cluster team and this writer for the articulation model. The guide appears under separate cover and is entitled:

A Curriculum Guide: An Articulation Program for Identified Freshmen With School Adjustment Problems

UNASSIGNED CLASS MATRIX FOR TEACHERS OF ELECTIVE COURSES

*TEACHER'S NAME	1	2	3	4	5	6	7
A					F		
B	F			F			
C		F	F				F
D		F				F	F
E						F	
F						F	
G			F		F		
H		F	F				
I		F				F	
J			F			F	
K				F			
L		F					F
M				F			
N			F			F	
O	F				F		
P	F						
Q				F	F		
R	F	F				F	F
S			F	F			
T		F				F	
U			F				F
V				F			
W		F		F			

* - Teachers of elective courses whose class rolls include the identified freshmen with school adjustment problems.
F - Unassigned periods in the teacher's schedule.

Formative Evaluation

Appendix J

OBJECTIVE C-1 ACADEMIC AVERAGE (Ten-Week Summary)

	MIDDLE SCHOOL							HIGH SCHOOL					
NAME	ENG.	SOC. S.	MATH	SCI.	GR. 7 AVE.	GR. 8 AVE.	MIDDLE SCHOOL AVE.	ENG.	SOC. S.	MATH	SCI.	10-WK. AVE.	NET CHANGE

OBJECTIVE C-2 GRADE LEVEL READING SCORES

NAME	PRE-TEST DATE	POST-TEST DATE	NET CHANGE

Appendix 1

OBJECTIVE C-3 GRADE LEVEL MATHEMATICS SCORES

NAME	PRE-TEST	DATE	POST-TEST	DATE	NET CHANGE

Formative Evaluation OBJECTIVE C-4 ELECTIVE INTEREST COURSE (Ten-Week Summary)

NAME	COURSE TITLE	GRADE	ATTENDANCE	BEHAVIOR	OVERALL RATING

Date _____

Behavior: Excellent, Good, Average, Poor

C-4 ELECTIVE INTEREST COURSE (TEN-WEEK STUDENT PROGRESS REPORT)

TEACHER WORKSHEET

Student's Name _____ Grade_____

Course Title _____ Class Period____ Term _____

Please complete the following evaluation of the student whose name appears above.

Achievement Grade _____

Class Cuts _____ Indicate how many times student has been absent from class without administrative permission. Do not include in this figure approved field trips, meetings, assemblies, etc.

School Absences _____

Behavior _____ Indicate one of the following:
Excellent
Good
Average
Poor

Other Comments:

Please return to: _____ _____
Teacher's Signature

Due date: _____

OBJECTIVE C-5 DECISION-MAKING SKILLS

NAME	PRE-TEST	POST-TEST	NET CHANGE	OVERALL RATING

APPENDIX O

OBJECTIVE C-6 CAREER CLUSTERS

NAME	NO. OF CLUSTERS IDENTIFIED	NO. OF JOB-INTEREST AREAS LISTED	NO. OF AREAS IDENTIFIED WITH LISTED REQUIREMENTS	OBJECTIVE ACHIEVED

OBJECTIVE C-7 INSTRUCTIONAL UNITS OF LEARNING

APPENDIX F

PROGRESS REPORT

NAME	1 DECISION MAKING	2 CAREER AWARENESS	3	4	5	6	7	8	9	10	11	12	13	NO. UNITS COMPLETED	% UNITS COMPLETED	OBJECTIVE ACHIEVED

Formative Evaluation

OBJECTIVE A-1 STUDENT ABSENTEEISM FROM SCHOOL

NAME	MIDDLE SCHOOL			HIGH SCHOOL						PHASE I - II		OBJECTIVE ACHIEVED
	GR. 7	GR. 8		TEN-WEEK SUMMARY								
	ABS	ABS	ABS TOTAL	1	2	3	4	5	6	TOTAL ABSENCE	NET CHANGE	

Formative Evaluation OBJECTIVE A-2 STUDENT DISCIPLINARY REPORT (Ten-Week Summary)

NAME	PHASE I 1	2	3	4	TOTAL	PHASE II 1	2	TOTAL	PROJECT TOTAL	OBJECTIVE ACHIEVED

APPENDIX R

OBJECTIVE A-2 DAILY SCHOOL CONDUCT RECORD WORKSHEET

NAME	REFERRED BY	INFRACTION	COMMENTS

OBJECTIVE A - 3 SCHOOL SUSPENSIONS (Twenty-Week Summary)

NAME	20 WEEKS 1	20 WEEKS 2	20 WEEKS 3	INFRACTION	PHASE I TOTAL	PHASE II TOTAL	PROJECT TOTAL	OBJECTIVE ACHIEVED

APPENDIX T

Formative Evaluation OBJECTIVE A-4 EXTRA-CURRICULAR ACTIVITY (Ten-Week Summary)

NAME	ACTIVITY	SPONSOR	ATTENDANCE	CONTRIBUTION	PEER RELATIONSHIP	OVERA RATIN

Date _____

Legend: Excellent, Good, Fair, Poor

EXTRA CURRICULAR ACTIVITY WORKSHEET (Ten-Week Student Progress Report)

Date _____

Student's Name _____

Extra Curricular Activity _____

Sponsor _____

Please circle the appropriate rating in the following area:

Attendance	Excellent	Good	Fair	Poor
Contribution Toward Activity	Excellent	Good	Fair	Poor
Relationship With Peers	Excellent	Good	Fair	Poor
Overall Rating	Excellent	Good	Fair	Poor

Comments: (Indicate any additional comments that will provided staff with a better perception of the student in this area.)

Please return to _____

Teacher's Signature _____

Due Date _____

OBJECTIVE A-5 GROUP TRANSFER/DO YOU WISH TO TRANSFER?

ANNUAL SUMMARY

NAME	YES	NO	UNDECIDED	REASONS

Formative Evaluation

APPENDIX V

OBJECTIVE A-6 CLASS CUTTING (Ten-Week Summary)

CLUSTER CLASSES

NAME	CLUSTER MEMBERS ENG.	SOC. ST.	MATH.	SCI.	TOTAL	AVERAGE DAILY CLASS CUTS		TOTAL SCHOOL POPULATION		OBJECTIV ACHIEVED
								ENGLISH		
								SOCIAL STUDIES		
								MATHEMATICS		
								SCIENCE		
								AGGREGATE TOTAL		
								AVERAGE DAILY CLASS CUTS		

OBJECTIVE A-7 TASK COMPLETION (Ten-Week Summary)

	TASKS ASSIGNED							TASKS COMPLETED						
NAME	ENG.	SOC. ST.	MATH.	SCI.	TOTAL		COMPLETE PERCENTAGE		ENG.	SOC. ST.	MATH.	SCI.	TOTAL

NAME	QUIT SCHOOL WHEN 16	PRE-TEST PHASE I						POST-TEST PHASE II							
		GRAD. FROM H.S.	TRADE SCH.	JR. COLLEGE	COLLEGE	GRADUATE SCH.	TOTAL POINTS	QUIT SCHOOL	GRAD. FROM H.S.	TRADE SCH.	JR. COLLEG	COLLEGE	GRAD. SCH.	TOTAL PTS.	NET CHANGE	OBJECTIVE ACHIEVED

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY SUMMARY APPENDIX Y

	PRE-TEST						POST-TEST						NET CHANGE					
NAME	GENERAL	FAMILY	PEER	SCHOLASTIC	TOTAL POINTS	GLOBAL AVERAGE	GENERAL	FAMILY	PEER	SCHOLASTIC	TOTAL POINTS	GLOBAL AVERAGE	GENERAL	FAMILY	PEER	SCHOLASTIC	GLOBAL AVERAGE	OBJECTIVE ACHIEVED

APPENDIX Y
1

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY

GENERAL DIMENSION

NAME	ITEM 2	8	12	17	21	25	29	33	34	37	45	49	51	55	59	62	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE

APPENDIX Y_2

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY

FAMILY DIMENSION

NAME	ITEM	4	6	10	14	16	19	23	27	31	36	39	42	47	53	57	61	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE

1

APPENDIX Y
3

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY

PEER DIMENSION

NAME	ITEM	3	5	9	13	18	22	26	30	35	38	41	46	50	52	56	60	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE

APPENDIX Y 4

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY

SCHOLASTIC DIMENSION

NAME	ITEM	1	7	11	15	20	24	28	32	40	43	44	48	54	58	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE

APPENDIX Z

OBJECTIVE A-10 MAINSTREAMING STUDENTS PHASE I-PHASE II

NAME	MAINSTREAMED YES	MAINSTREAMED NO	APPROVAL: CLUSTER APPROVAL	APPROVAL: HEAD COUNSELOR	APPROVAL: ADM.	APPROVAL: PARENT	APPROVAL: STUDENT	COMMENTS: STUDENTS NOT MAINSTREAMED	OBJECTIVE ACHIEVED

ASPIRATIONS OF GRADE LEVEL COMPLETION [3]

Secondary Level

DIRECTIONS:

Please answer the following question by considering an ideal situation; that is, one in which there was nothing to make you do something you didn't want to do, and nothing to stop you from doing what you wanted.

IF I COULD DO ANYTHING I WANTED, I WOULD MOST LIKE TO

_____ QUIT SCHOOL AS SOON AS POSSIBLE

_____ GRADUATE FROM HIGH SCHOOL

_____ GO TO TRADE SCHOOL

_____ GO TO JUNIOR COLLEGE

_____ GO TO A FOUR-YEAR COLLEGE

_____ GO TO GRADUATE SCHOOL AFTER COLLEGE

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[3] Instructional Objectives Exchange, Attitude Toward School K-12 (Los Angeles, Calif.: Instructional Objectives Exchange, 1972), pp. 158-160.

APPENDIX B

OBJECTIVE A-9 SELF-APPRAISAL INVENTORY

GENERAL DIMENSION

NAME	ITEM NO. 2	8	12	17	21	25	29	33	34	37	45	49	51	55	59	62	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE
1																						
2	4	4	4	1	4	4	2	4	1	4	3	1	4	4	4	1	0	1	1	4	49	3.0
3	4	3	3	3	1	3	4	2	2	3	2	4	4	3	3	2	4	7	4	1	46	2.8
4	4	4	3	2	2	2	4	3	4	3	4	1	3	1	1	4	6	4	3	3	45	2.8
5	4	3	4	1	2	2	3	2	2	3	2	3	4	3	4	2	4	5	6	1	44	2.7
6	4	1	1	4	1	2	2	1	2	4	2	1	1	3	3	3	3	3	4	6	35	2.1
7	2	2	1	1	1	1	2	3	2	1	1	2	2	3	1	1	0	2	6	8	26	1.6
8	3	2	2	1	2	1	3	1	1	1	1	4	1	1	4	2	2	2	4	8	26	1.6
9																						
10	3	3	4	2	1	4	2	3	2	3	2	4	4	3	2	3	4	6	5	1	45	2.8
11	3	1	3	2	3	3	2	3	1	4	3	1	2	4	1	1	2	6	3	5	37	2.3
12	4	3	3	2	2	3	4	2	2	3	2	4	2	3	3	2	3	6	7	0	44	2.7
13	4	3	4	1	1	2	3	3	3	2	2	4	3	3	3	4	4	7	3	2	45	2.8
14	4	3	3	2	2	1	3	2	1	3	2	3	3	2	2	3	1	7	6	2	39	2.4
15	4	1	4	1	4	1	3	4	4	4	4	1	4	2	1	4	9	1	1	5	46	2.8
16	2	1	2	2	1	2	3	2	3	1	1	2	1	1	2	1	0	2	7	7	27	1.6
17	4	4	4	4	1	3	3	1	3	2	3	2	2	3	3	4	5	6	3	2	46	2.8
18	4	3	3	2	2	4	4	3	3	3	2	2	3	2	3	3	3	8	5	0	46	2.7
19	4	3	3	1	4	3	2	3	1	2	1	1	4	4	2	3	4	5	3	4	45	2.8
20	4	3	1	3	3	2	3	2	2	3	3	2	3	2	2	2	1	7	7	1	40	2.5
21	1	3	4	3	1	1	1	1	1	4	1	4	1	1	4	2	4	2	1	9	33	2.0
22	1	2	1	1	3	1	2	2	1	1	2	2	2	1	3	3	0	3	6	7	25	1.5
23	4	3	3	4	2	2	3	2	1	3	2	2	3	3	2	4	3	6	6	1	43	2.6
24	3	2	3	2	3	2	2	2	2	3	2	3	3	3	4	3	1	8	7	0	42	2.6
25	4	2	4	4	1	4	4	4	3	4	2	3	4	3	3	4	9	4	2	1	53	3.3
26	4	3	3	3	3	4	4	2	3	1	4	1	4	2	3	3	5	7	2	2	47	2.9
27	2	2	4	4	2	3	2	4	1	4	3	2	3	3	3	4	5	5	5	1	46	2.8
28	2	3	2	2	3	3	3	1	3	2	2	3	3	2	3	3	0	9	6	1	40	2.5
29	4	2	4	1	2	2	3	2	3	3	2	2	3	2	4	4	4	4	7	1	43	2.6
30	4	1	3	3	2	1	3	2	1	2	1	3	3	3	2	3	1	7	4	4	37	2.3
31	4	4	2	4	4	4	3	2	4	2	3	2	4	2	2	1	7	2	6	1	47	2.9
32	4	2	4	2	1	2	3	3	3	3	2	2	3	2	2	4	3	5	7	1	42	2.6
33																						
34	4	1	4	4	3	3	4	2	3	3	3	3	3	2	3	4	5	8	2	1	51	3.1
35	2	3	2	4	4	4	1	1	3	2	2	1	4	3	4	1	5	3	4	4	41	2.5
36																						
37	2	2	3	1	1	1	1	2	4	1	1	2	1	2	1	1	0	1	5	9	22	1.3
38																						
39	2	1	3	2	2	2	3	3	4	4	3	1	1	2	4	4	4	4	5	3	41	2.5
40																						
41	4	4	3	3	2	2	4	2	1	3	2	3	4	3	4	4	6	5	4	1	48	3.0
42	3	3	3	1	1	4	4	3	2	3	4	4	4	3	4	4	6	6	1	3	47	2.9
[illegible]	3	1	3	2	2	3	4	3	3	3	2	3	2	3	4	4	3	8	4	1	45	2.8
[illegible]	1	2	2	1	1	3	2	1	1	1	2	2	1	3	2	1	0	2	6	8	26	1.6
45	3	2	4	4	4	3	2	1	2	4	4	2	4	2	4	4	8	2	5	1	49	3.0
46	3	3	3	3	1	1	3	2	2	3	2	3	3	2	3	4	1	9	4	2	41	2.5
47	3	2	4	1	3	4	4	4	4	4	3	3	2	3	2	4	7	5	3	1	50	3.1
48	1	1	1	1	2	1	2	2	3	2	1	2	1	1	1	2	0	1	6	9	24	1.5

FAMILY DIMENSION

NAME	ITEM	4	6	10	14	16	19	23	27	31	36	39	42	47	53	57	61	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE
1																							
2	1	4	3	1	1	1	1	1	4	3	2	4	4	4	4	4	7	2	1	6	42	2.6
3	4	3	4	4	1	2	2	2	4	2	3	3	1	4	3	2	5	4	5	2	44	2.7
4	3	2	4	2	1	3	3	1	3	3	3	3	2	3	3	1	1	9	3	3	40	2.5
5	3	1	3	2	3	3	2	1	3	2	2	3	2	4	2	3	1	7	6	2	39	2.4
6	2	2	2	3	4	4	2	2	3	4	3	4	3	4	4	2	6	4	6	0	38	2.3
7	2	1	2	2	1	1	2	3	3	1	1	1	2	1	1	1	0	2	5	9	25	2.5
8	2	3	1	1	1	1	1	4	4	2	1	1	1	1	1	1	2	1	2	11	26	1.6
9																						
10	4	3	4	1	1	4	3	2	3	3	3	3	3	4	4	2	5	7	2	2	47	2.9
11	4	1	3	2	2	4	2	2	4	3	2	2	2	4	1	4	5	2	7	2	42	2.6
12	4	3	4	4	2	2	3	4	4	3	3	3	1	4	2	3	6	6	3	1	49	3.0
13	3	1	2	2	2	2	2	3	4	1	4	2	2	3	3	3	2	5	7	2	39	2.4
14	4	4	1	2	1	4	3	1	3	3	2	1	2	2	1	3	3	4	4	5	37	2.3
15	4	1	4	2	1	2	2	1	4	1	3	3	4	4	3	1	5	3	3	5	40	2.5
16	1	1	2	3	1	1	2	1	1	2	2	2	2	2	1	2	0	1	8	7	26	1.6
17	3	3	3	2	1	2	2	4	3	3	4	2	3	3	2	3	2	8	5	1	43	2.6
18	4	2	1	4	3	2	4	1	4	4	3	3	3	2	3	2	5	5	4	2	45	2.8
19	3	3	3	2	2	3	2	1	1	4	2	1	4	2	1	1	2	4	5	5	35	2.1
20	3	3	3	2	3	3	1	3	3	3	3	3	2	3	3	2	0	12	3	1	43	2.6
21	1	4	1	1	2	1	1	3	2	1	1	1	1	3	3	4	2	3	2	9	30	1.8
22	1	1	1	1	2	1	2	2	2	1	1	1	2	2	1	1	0	0	6	10	22	1.3
23	3	2	3	2	2	3	3	2	3	2	3	3	3	3	3	1	0	10	5	1	41	2.5
24	3	2	4	3	2	2	3	3	4	4	4	3	2	2	3	2	4	6	6	0	46	2.8
25	4	1	4	2	1	3	2	1	3	3	3	4	3	3	4	1	4	6	2	4	42	2.6
26	3	2	3	3	2	1	3	4	4	3	2	2	3	3	4	2	3	7	5	1	44	2.7
27	2	2	3	4	2	3	3	1	4	4	4	4	3	4	4	1	7	4	3	2	48	3.0
28	3	2	4	3	3	3	3	2	4	3	2	3	3	2	2	2	2	8	6	0	44	2.7
29	4	2	3	4	3	3	2	1	4	2	4	4	3	3	4	3	6	6	3	1	51	3.1
30	4	4	1	2	1	4	4	3	1	3	3	1	2	3	4	3	5	5	2	4	43	2.6
31	4	4	4	4	1	3	3	1	4	4	3	4	3	4	3	2	8	5	1	2	51	3.1
32	2	1	4	1	1	3	3	1	4	2	3	4	3	3	3	1	3	6	2	5	39	2.4
33																						
34	3	4	4	4	3	2	2	2	4	4	2	3	2	3	4	3	6	4	5	1	47	2.9
35	1	3	1	1	2	1	3	2	3	4	3	2	2	3	1	1	1	5	4	6	33	2.0
36																						
37	2	2	1	1	1	1	2	2	3	1	1	1	2	1	1	1	0	1	5	10	23	1.4
38																						
39	3	3	3	3	1	3	3	2	4	1	3	4	3	4	3	2	3	9	2	2	45	2.8
40																						
41	3	2	3	2	3	3	2	2	3	3	2	4	2	3	3	2	1	8	7	0	42	2.6
42	4	2	3	3	3	4	4	1	4	4	4	3	3	2	4	2	7	5	3	1	50	3.1
43	2	3	4	4	2	3	2	1	4	3	4	4	2	1	4	2	6	3	5	2	45	2.8
44	1	1	1	2	1	2	2	3	3	1	1	2	2	2	1	1	0	2	6	8	26	1.6
[illegible]	4	3	2	4	4	4	2	1	1	1	4	4	4	4	2	1	8	1	3	4	45	2.8
46	1	3	3	3	3	3	3	3	3	3	4	3	3	3	3	2	0	13	2	1	44	2.7
47	3	1	4	2	3	1	3	1	4	4	3	4	2	1	3	4	5	5	2	4	43	2.6
48	1	1	1	1	2	1	2	2	2	1	2	3	1	1	1	1	0	1	5	10	23	1.4

SCHOLASTIC DIMENSION

NAME	ITEM	1	7	11	15	20	24	28	32	40	43	44	48	54	58	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS	DIMENSION AVE. SCORE
1																					
2		3	2	4	4	1	4	3	1	2	3	3	2	2	4	4	4	4	2	38	2.7
3		2	2	4	3	4	2	4	3	3	3	2	2	2	3	3	5	6	0	39	2.7
4		3	3	4	3	2	3	4	3	3	3	4	2	3	3	3	9	2	0	43	3.0
5		1	1	4	2	1	2	4	2	2	2	2	3	2	4	3	1	7	3	32	2.2
6		1	2	2	2	3	2	4	4	2	1	2	1	1	2	2	1	7	4	29	2.0
7		2	2	1	3	1	3	1	1	1	2	2	2	1	2	0	2	6	6	24	1.7
8		2	2	4	4	3	2	4	1	4	1	3	4	1	1	5	2	3	4	36	2.5
9																					
10		2	2	3	2	1	3	3	2	2	2	2	3	2	3	0	5	8	1	32	2.2
11		3	3	4	3	2	3	3	3	3	3	3	1	2	4	2	9	2	1	40	2.8
12		2	2	4	2	4	3	4	2	2	3	2	2	2	3	3	3	8	0	37	2.6
13		2	2	3	3	1	2	4	2	2	3	2	3	2	2	1	4	8	1	33	2.3
14		3	3	3	1	3	2	3	1	4	2	1	3	4	1	2	6	2	4	34	2.4
15		3	1	3	3	1	1	4	3	3	4	1	1	4	1	3	6	0	5	35	1.5
16		1	1	2	1	2	2	2	3	1	1	1	1	2	1	0	1	5	8	21	1.5
17		2	2	4	1	2	2	4	3	2	2	2	3	2	2	2	2	9	1	33	2.3
18		2	2	4	2	2	1	3	2	3	3	3	2	2	2	1	4	8	1	33	2.3
19		2	3	2	1	1	2	1	1	2	4	1	4	1	4	3	1	4	6	29	2.0
20		1	3	4	3	2	2	3	3	2	2	2	2	3	3	1	6	6	1	35	2.5
21		2	1	4	1	3	1	1	1	1	4	1	4	1	1	3	1	1	9	26	1.8
22		3	3	2	1	3	1	1	1	2	2	1	1	1	1	0	3	3	8	23	1.6
23		3	3	3	3	1	2	3	3	3	3	2	2	2	1	0	8	4	2	34	2.4
24		2	2	4	2	2	1	2	2	2	1	1	3	2	3	1	2	8	3	29	2.0
25		4	2	4	3	1	3	4	4	3	3	3	2	3	4	5	6	2	1	43	3.0
26		3	2	4	3	2	2	3	2	1	2	1	2	3	3	1	5	6	2	33	2.3
27		1	2	3	3	4	3	3	2	3	3	3	3	4	4	3	8	2	1	41	2.9
28		2	2	3	2	2	2	3	2	3	3	1	2	3	2	0	5	8	1	32	2.2
29		2	2	4	2	2	3	3	2	2	2	1	3	3	4	2	4	7	1	35	2.5
30		2	3	3	1	2	3	2	3	3	3	4	2	2	2	1	6	6	1	35	2.5
31		4	1	3	4	1	2	4	3	3	1	3	1	3	4	4	5	1	4	38	2.7
32		2	2	4	3	1	3	4	2	2	2	2	2	3	2	2	3	8	1	34	2.4
33																					
34		2	2	4	2	4	3	3	3	3	2	2	3	2	2	2	5	7	0	37	2.6
35		3	1	1	2	4	4	3	4	4	3	2	3	2	3	4	5	3	2	41	2.9
36																					
37		2	2	2	2	2	3	1	1	2	1	1	2	1	3	0	2	7	5	25	1.7
38																					
39		3	3	4	4	1	2	3	3	3	3	4	2	3	4	4	7	2	1	44	3.1
40																					
41		3	1	4	2	2	1	2	2	2	3	2	2	3	2	1	3	8	2	31	2.2
42		2	3	4	2	1	2	3	2	1	3	2	2	4	4	3	3	6	2	35	2.5
43		2	1	4	4	2	2	2	3	2	1	2	3	2	3	2	3	7	2	33	2.3
44		1	1	1	2	2	1	3	2	2	1	1	1	2	1	0	1	5	8	21	1.5
45		2	4	3	1	4	2	4	2	3	1	1	2	3	4	4	3	4	3	36	2.5
46		1	3	3	2	3	2	3	2	2	2	2	3	3	3	0	7	6	1	34	2.4
47		2	2	4	4	1	2	3	2	2	1	1	2	2	4	3	1	7	3	32	2.2
48		2	1	1	1	2	1	1	3	3	1	2	2	1	1	0	2	4	8	22	1.5

PEER DIMENSION

NAME	ITEM	3	5	9	13	18	22	26	30	35	38	41	46	50	52	56	60	NUMBER OF SCORES 4	3	2	1	TOTAL POINTS DIMENSION	AVG. SCORE
1																							
2	3		4	4	1	1	1	4	3	3	3	4	3	1	1	4	4	6	5	0	5	44	2.7
3	2		2	3	3	2	2	4	2	3	4	4	3	3	1	2	3	3	6	6	1	43	2.6
4	4		4	3	4	3	1	3	2	3	4	4	3	3	1	3	4	6	7	1	2	49	3.0
5	1		1	4	3	1	1	4	1	3	3	3	3	2	2	3	3	2	7	2	5	38	2.3
6	3		4	4	1	2	1	2	2	4	4	4	2	2	2	3	3	5	3	6	3	44	2.7
7	1		1	2	2	1	1	1	2	3	2	2	1	1	2	2	2	0	1	8	7	26	1.6
8	3		2	3	2	1	1	4	2	4	4	4	1	1	1	4	4	6	2	3	5	41	2.5
9																							
10	2		2	2	3	2	2	1	4	2	2	3	2	2	4	3	3	2	4	9	1	39	2.4
11	3		3	4	3	1	2	4	2	4	3	4	2	1	1	4	4	6	4	3	3	45	2.8
12	2		2	3	3	1	1	3	2	4	3	4	3	2	1	2	3	2	6	5	3	39	2.4
13	4		4	3	3	2	2	4	1	1	3	2	1	3	2	3	2	3	5	5	3	40	2.5
14	3		4	3	3	2	2	3	2	2	2	3	3	3	4	2	4	3	7	6	0	45	2.8
15	3		4	4	4	1	1	4	1	4	4	4	4	4	1	4	4	11	1	0	4	62	3.8
16	2		1	1	2	2	3	1	1	2	1	2	3	2	1	2	1	0	2	7	7	27	1.7
17	3		2	2	4	1	3	2	2	1	2	2	2	2	2	3	3	1	4	9	2	36	2.2
18	2		3	2	3	2	2	2	2	3	4	3	3	3	2	3	3	1	8	7	0	42	2.6
19	2		3	3	3	4	2	1	1	3	4	3	4	1	1	4	1	4	5	2	5	40	2.5
20	2		3	3	2	3	2	4	2	3	3	3	2	3	2	3	3	1	9	6	0	43	2.6
21	2		4	4	4	2	1	4	3	2	2	1	1	4	4	1	4	7	1	4	4	43	2.6
22	1		1	1	1	2	1	2	2	3	1	1	1	2	2	1	1	0	1	5	10	23	1.4
23	2		4	2	3	1	2	3	2	2	3	3	3	3	3	2	2	1	7	7	1	40	2.5
24	2		4	2	2	2	3	3	3	1	4	3	1	4	3	3	3	3	7	4	2	43	2.6
25	1		4	4	4	3	2	4	2	4	4	4	3	4	1	1	1	8	2	2	4	46	2.8
26	2		1	1	3	1	2	3	2	4	4	4	2	3	2	4	3	4	4	5	3	41	2.5
27	3		3	2	3	3	2	3	1	4	1	4	3	3	1	3	4	3	8	2	3	43	2.6
28	2		3	3	3	2	2	3	2	3	2	3	2	2	2	3	3	0	8	8	0	40	2.5
29	2		4	4	3	1	2	3	2	4	3	4	2	3	2	4	2	5	4	6	1	45	2.8
30	3		4	3	3	1	1	3	1	2	4	3	3	3	1	2	2	2	7	3	4	35	2.1
31	4		2	3	3	2	2	3	2	4	4	4	3	3	4	2	3	5	6	5	0	48	2.0
32	2		3	4	3	2	2	4	2	4	2	3	3	3	2	2	3	3	6	7	0	44	2.7
33																							
34	3		2	2	3	1	2	3	2	1	2	1	3	2	2	3	3	0	6	7	3	35	2.1
35	4		1	1	3	4	4	2	4	4	2	1	4	1	4	1	4	8	2	1	5	45	2.8
36																							
37	2		2	3	2	2	3	1	1	1	2	1	2	2	1	2	1	0	2	8	6	28	1.7
38																							
39	2		3	4	4	3	2	3	3	3	3	4	1	2	1	4	4	5	6	2	3	45	2.8
40																							
41	2		4	3	3	1	2	3	1	2	2	2	2	2	1	2	4	2	3	8	3	36	2.2
42	1		4	2	3	2	1	4	3	4	3	4	3	4	1	3	4	6	5	2	3	46	2.8
43	1		3	4	4	1	1	2	2	1	3	2	2	3	1	2	2	2	3	6	5	34	2.1
44	1		1	1	2	1	1	2	2	2	1	3	3	1	1	2	1	0	2	5	9	25	1.5
45	1		4	4	3	1	3	1	2	2	2	3	4	2	3	1	3	3	5	4	4	39	2.4
46	3		3	3	3	3	2	3	2	3	2	3	2	3	2	3	3	0	11	5	0	43	2.6
47	3		3	2	2	2	4	4	1	4	3	4	1	4	1	2	4	6	3	4	3	44	2.7
48	2		2	2	3	1	1	2	1	1	1	2	2	1	1	1	1	0	1	6	9	24	1.5

STAMFORD PUBLIC SCHOOLS

ROBERT W. PEEBLES
Superintendent of Schools

195 HILLANDALE AVENUE, STAMFORD, CONNECTICUT 06902
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
203.358.4205

February 2, 1979

Dr. Robert J. [illegible]
Director of Sec
Program Develop

Mr. Arthur Iacuzio, Principal
Rippowam High School

Dear Art:

Let me take this opportunity to formally congratulate you and your A.L.P. staff for the excellent program progress report that you presented to the Board Curriculum Committee. The Board members were extremely impressed with the caliber of the presentation, the excellent documentation compiled and the preliminary indicators of success of the students in terms of attendance, achievement, reduction of discipline referrals and attitude toward school. For your information, the Board Curriculum Committee members shared their very positive reactions to your presentation with the full Board and Central Staff that evening and the reaction was again very positive and supportive.

I agree with your recommendation that, of the three options open to us for next year, we opt for the one that continues with the same teams and grade level configurations currently in operation. To plan for program expansion before your two year evaluation is complete this summer would not be justified. However, I am confident that we will institutionalize this program at your school either at the present level of operation or at an expanded level, and I am equally confident that we will incorporate as many aspects of your program into the developing 9th grade Core Programs in the other two high school. I know you have already shared much of your program information informally with the other two principals in out meetings, and your staff members have been exchanging a good deal of information with the teachers in their sister schools. However, when your final report is completed at the end of this year, we will more formally plan for a thorough orientation and exchange of information with the other two schools with the goal of developing reasonably similar programs for the same target population in the three schools.

continued.....

Again my thanks and appreciation to you and the A.L.P. staff for your effort and commitment beyond all expectations in developing a high school program that gives promise and hope to a considerable number of youngsters who previously had neither.

Sincerely yours,

Robert J. Barry

Robert J. Barry
Director of Secondary
Program Development